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ABSTRACT

This report contains materials from the TECHlinx Technical Education Clearinghouse project designed to promote the effective development of the Texas work force by linking individuals and institutions to information and resources focused on work force education. Part 1, an executive summary, reports how the project was successfully established and describes both a conventional print-based clearinghouse and a "virtual" electronic one available via the Internet. Part 2, the final report, discusses project components, objectives, and products. Part 3, project evaluation, indicates that users rated the clearinghouse favorably and its primary weakness was lack of visibility among those who could most benefit from its use. Evaluation instruments and plan are included. Parts 4-8 include project products developed under the five major components into which project objectives were divided. Part 4, management component, contains the following: project staff with contact information; advisory committee members and provides meeting minutes; and marketing and promotion, including handouts and brochure. Part 5, content component, includes the following: content manual; description of reference services; and a 34-item annotated bibliography with guidelines for borrowing from the lending library. Part 6, connectivity component, consists of pages from the TECHlinx website, sample searches, and information on the TECHlinx listserv. Part 7, technical assistance component, provides handouts on accessing TECHlinx, the Internet, and phone help line. Part 8, professional development component, provides information and handouts on training activities. (YLB)

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TECHLINX

TECHNICAL EDUCATION CLEARINGHOUSE

Technical
Education
Clearinghouse

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Final Report

Project Year 1995-1996

August 15, 1996

CE073057

A project funded by the Carl D. Perkins Vocational Education Act of 1990 through a discretionary grant from The Texas Higher Education Coordinating Board

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Executive Summary

As submitted to the Texas Higher Education Coordinating Board by the partner institutions of the TECHlinx Technical Education Clearinghouse.

Austin Community College

Amarillo College

Tyler Junior College

TECHlinx Technical Education Clearinghouse

Executive Summary of the Final Report

Prepared by: Pamela Perry, Project Director
Austin Community College

Contributors: George Wilson, Project Director
Tyler Junior College

George Mason, Project Director
Amarillo College

THECB Advisor: Ron Curry, Program Director
Workforce Education

Submission Date: August 15, 1996

Evaluator: Catherine Clark, Texas Center for Educational Research

Perkins #:
66120001 Austin Community College
66120002 Tyler Junior College
66120004 Amarillo College

Final Products: STARLINK Teleconference, Reference Materials Database, Content Manual, Promotional Videotape, Promotional Presentation, Brochure, Resource Catalog, Internet World Wide Web Site, E-Mail Discussion Group, Workshop Handouts

TECHlinx Technical Education Clearinghouse

Executive Summary of the Final Report

As presented to the Texas Higher Education Coordinating Board

Overview

With global competition and the influence of new technologies radically changing the workplace, creating a responsive workforce education system has never been as exciting and as challenging as it is today. Those charged with preparing Texans for the changing world of work are meeting this challenge by producing quality programs and innovative delivery systems to meet employer demands for a highly skilled workforce. Workforce educators are initiating a vast number of partnerships among business, industry, and educational institutions; designing curriculum for high school and college settings; establishing community links between people, organizations, resources, and services; and producing an array of products, reports, and publications that represent the history of workforce education , its current processes, its future, and the workforce and workplace themselves.

As a vast and invaluable resource for research, planning, implementation, and study, the importance of this information cannot be minimized. And its value extends beyond Texas educators to include all state and national practitioners, researchers, and agencies engaged in workforce development. These resources include materials such as monographs, articles, research reports, project analyses, curriculum, evaluations, surveys, teleconference content, database content, professional development and training materials, dissertations, and speeches, in areas such as equity, academic and technical integration, tech-prep, school-to-work, quality workforce planning, and skills standards and certification.

In support of The Texas Higher Education Coordinating Board's goal of advancing career and technical education in Texas, The TECHlinx Technical Education Clearinghouse was established to effectively link educators, trainers, counselors, and researchers to the vast array of workforce education materials "out there." In doing so, TECHlinx assists and supports workforce educators in their efforts to establish high quality technical education programs for workforce development, expand articulations with other institutions, meet the professional development needs of faculty and staff, and form partnerships with business, industry, labor and community based organizations.

Austin Community College, Amarillo College, Laredo Community College and Tyler Junior College took up the challenge of preserving the documents and documentation of workforce education by establishing the TECHlinx Technical Education Clearinghouse with a 1995-1996 State Leadership Grant from *The Texas Higher Education Coordinating Board*. This partnership was created to provide a strong balance of urban/rural characteristics; locations throughout the state; and ethnic, cultural, economic and geographic diversity. In addition, members were chosen based on their expertise relevant to the needs for the project

Purpose of Project

Educational practitioners are frustrated. Though supportive of the 1990 Carl D. Perkins Vocational and Applied Technology Act's call for innovation, they need assistance and support to establish high quality technical education programs for workforce development, expand articulations with other institutions, develop accountability systems, and form partnerships with business, industry, labor, and community based organizations. Though abundant, the materials and information related to these tasks are often difficult to access in timely, useful and meaningful ways. As a result, vast resources are "out there gathering dust" while the needs of students, colleges, and business and industry go unmet. With such a vast array of documents and documentation of workforce education and the work place, it is imperative that it be preserved and made understandable, useful, and accessible to a broad audience at low or no cost through print and electronic means.

The TECHlinx Technical Education Clearinghouse Project was initiated with the singular mission of promoting the effective development of the Texas workforce by linking individuals and institutions to information and resources focused on workforce education. Over the past year, TECHlinx has produced a set of unique products and services, in print and electronic formats, designed specifically to meet the needs of Texas workforce educators.

Summary of Project Objectives Accomplished

The grant proposal submitted jointly by the four partner institutions established challenging goals and a rigorous schedule for the TECHlinx partners. To maximize resources and move quickly to establish a state-of-the-art Clearinghouse, TECHlinx partners divided project objectives into five major components: *Management, Content, Connectivity, Technical Assistance* and *Professional Development.*

Each partner college participated in all five components at one of three levels: as *Lead, Support*, or *Advisory*. The role each played is based on the strengths and resources of the institution. The *Lead* College had primary responsibility for managing and implementing the component activities; the *Support* College provided strong assistance in implementing these activities; and the *Advisory* College provided advice and guidance. Table 1. *Project Structure and Roles* illustrates the part that each of the colleges played in the TECHlinx Project.

Table 1. Project Structure and Roles

[illegible]	[illegible] Community College	[illegible]	[illegible] College	Laredo Community College*
Component				
Management	Lead	Advisory	Advisory	Advisory
Content	Lead	Advisory	Advisory	
Connectivity	Support	Lead	Advisory	Advisory
Technical Assistance	Support	Lead	Support	Advisory
Professional Development	Support	Advisory	Co-Lead	Co-Lead

*Laredo Community College withdrew from TECHlinx in April 1996

Summary of Project Components & Accomplishments

COMPONENT 1 Management

Objective: To manage the project and develop a three-year plan for connecting all Texas public community and technical colleges to state, national, and international information related to technical education.

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Summary of Management Activities: Austin Community College served as the managing institution in the TECHlinx Partnership. Each college acted as a fiscal agent and provided a Project Director and essential staff to ensure completion of a quality project. As managing institution, Austin Community College's employed a full-time Project Director, Pamela Perry, to provide overview, management, marketing and coordination for the project. Ms. Perry worked closely with the participating institutions to ensure that all activities were effectively and coordinated. The Project Management Team met formally four times during the project period and communicated on an on-going basis through e-mail, print, mail, phone, and fax.

COMPONENT 2 Content

Objective: To identify, acquire, evaluate, and catalog materials concerning technical education which are reasonably necessary for a responsive workforce education system.

Summary of Content Activities: As lead institution for the Content Component, Austin Community College successfully acquired and cataloged Texas Perkins-funded products and reports, and other local, state and national resources focused on workforce education. These materials were made available through a print catalog and on-line database accessible via the World Wide Web. Links were established to resources from other agencies, clearinghouses and organizations.

COMPONENT 3 Connectivity

Objective: To design, implement, and evaluate effective methods of connecting all Texas public community and technical colleges through electronic and printed materials and tools.

Summary of Connectivity Activities: Amarillo College, lead institution for the Connectivity Component, and the Project Management Team, made the decision early on that TECHlinx products and services must be accessible to the widest range of skill levels among the target audience. Therefore, TECHlinx developed a Clearinghouse that is accessible by more conventional media such as phone, fax, mail and walk-in service, while building an electronic Clearinghouse accessible via the Internet e-mail, FTP and the World Wide Web.

COMPONENT 4 Technical Assistance

Objective: To provide technical assistance to Texas public community and technical colleges regarding connectivity and use of the Clearinghouse.

Summary of Technical Assistance Activities: As lead institution for the Technical Assistance Component, Amarillo College was charged with establishing services to assist users in accessing TECHlinx products and services. Amarillo College worked closely with Austin Community College to ensure that end-users have access to technical assistance by phone, fax, mail, TDD, e-mail and the web site.

COMPONENT 5 Professional Development

Objective: To design and conduct professional development activities to train Texas public community and technical colleges to access TECHlinx products and services.

Summary of Professional Development Activities: Tyler Junior College acted as lead institution to complete this objective, with considerable support from Austin Community College. Activities focused on a STARLINK teleconference and TECHlinx conference presentations. Both activities were designed to raise awareness of this new resource among potential end-users, encourage use of the material through familiarization and practice, and create local experts who could mentor others at their respective institutions. A set of presentation materials were created for use in presentations and for self-paced training, including a promotional video and web page tour, PowerPoint presentation file, Netscape web site presentation , and supporting print materials.

Project Evaluation

The project evaluation was lead by the ACC Project Director and was conducted in conjunction with The Texas Center for Educational Research (TCER), an independent, nonprofit educational research organization established to study major issues affecting all levels of Texas education . TCER staff attended management team meetings, advisory committee meetings and TCER staff maintained frequent contact with TECHlinx Project Director, Pamela Perry, regarding the progress of the project in meeting its objectives.

Summary of TCER Project Evaluation by Component

Management Evaluation

Overall, TCER concluded that deadlines for reports, products and activities were met; activities were conducted within budget; TECHlinx partner institutions collaborated to establish the Clearinghouse (with the exception of Laredo Community College which withdrew from the grant); and project objectives were met. The results of the Management Evaluation Questionnaire indicated a high level of support for the Project Director and the Project Management Team. Weaknesses for the project in the first year were lack of visibility, the withdrawal of Laredo Community College from the partnership, and the need for more time to develop the Clearinghouse.

Content Evaluation

With the withdrawal of Laredo Community College from the TECHlinx Project, Austin Community College took responsibility for 100% of the Content related activities. Despite the increased workload, TECHlinx staff at ACC created standards for indexing and abstracting, produced a print and electronic catalog, collected and abstracted Texas Perkins related products and provided access to TECHlinx materials. Responses to content related questions on the surveys indicated a high degree of satisfaction with the materials available through TECHlinx.

Connectivity Evaluation

TCER concluded that TECHlinx met the general objective of making TECHlinx products and services accessible to Texas public community and technical colleges via the Internet, and more traditional media such as phone, fax, mail and TDD. Survey respondents rated access to TECHlinx products and services as "better than average."

Technical Assistance Evaluation

Overall, the findings suggest that TECHlinx had effectively met the Technical Assistance objective of providing technical assistance to end-users requesting help via phone, fax, TDD, e-mail or the web site.

Professional Development activities were set back by the withdrawal of Laredo Community College from the TECHlinx Project. Austin Community College as Lead Institution for the project assumed responsibility for the professional development activities originally assigned to Laredo. ACC worked closely with Tyler Junior College, the Co-Lead for this component, to perform all professional development activities. Generally, training handouts, presentations and videos were rated 'above average'. Most attendees had not previously used TECHlinx, thus the professional development sessions served the dual purpose of creating visibility for the Clearinghouse and training end-users to access TECHlinx products and services. Additional training opportunities would serve to increase the number of TECHlinx end-users.

Collabarorations

While the first priority of TECHlinx has been to serve the public community and technical colleges of Texas, other institutions involved in workforce development - public schools, business and industry, workforce development boards, quality work force planning, tech-prep consortia, community-based organizations, government agencies, and others - demonstrate a similar need. The TECHlinx Management Team has sought to build on existing relationships and to create new ones to ensure that TECHlinx provides a universally valuable resource. TECHlinx has established a number of strong alliances in the first year of the grant, including but not limited to the following:

THECB State Leadership Projects

TECHlinx established relationships with THECB State Leadership Projects including Skills Standards Research and Communications Project, Professional Development Management Project, Curriculum Development Management Project, and the Tech-Prep/School-To-Work Management Project.

National Center for Research in Vocational Education (NCRVE)

TECHlinx worked closely with NCRVE's Office of Student Services, located at the University of Illinois. This organization has been providing assistance to workforce educators through printed materials, on-line services and personal contacts, since 1988.

The staff of NCRVE has offered TECHlinx assistance in adapting its model for an electronic Clearinghouse.

Project Advisory Committee

The TECHlinx Advisory Committee boasts a diverse membership representing the spectrum of potential TECHlinx end-users. Current linkages on the Advisory Committee include the Texas Workforce Commission, Texas SOICC, TEA - Career and Technology Education, Quality Workforce Planning, and Tech Prep/School-to-Work Consortia.

Professional Organizations

TECHlinx has established a relationship to Texas Association of College Technical Educators (TACTE), Texas Association for Continuing Education (TACE), Texas Library Association (TLA), and Texas Community College Student Services Association (TACCSSA).

Conclusions

Despite a late start and the loss of one of the four TECHlinx Partner institutions, the TECHlinx Technical Education Clearinghouse was successfully established in the 1995-1996 project year. As envisioned in the project proposal, TECHlinx offers both a conventional print-based Clearinghouse and a 'virtual' electronic Clearinghouse available via the Internet. Virtual services include an e-mail discussion group, or listserv, and an Internet World Wide Web site offering access to the TECHlinx Reference Materials Database, limited full-text document retrieval and links to workforce education related organizations and documents on the web. More conventional products and services include a print resource catalog, and reference and research services.

The easy access to TECHlinx products and services has created a much broader audience than originally envisioned in the original project proposal. Anyone with access to a telephone, fax, TDD device, mail, e-mail, or web site can use TECHlinx products and services. A collection of select Perkins materials are also available on a walk-in basis at Austin Community College, Amarillo College, Tyler Junior College and Del Mar College. Recent TECHlinx users have included representatives of industry, universities, state agencies, high schools and community based organizations. Requests for information and materials have come in from Canada, Florida, Mississippi and Massachusetts, as well as from all over Texas. TECHlinx will continue to create a national identity as long as the needs of the primary audience, Texas public community and technical colleges, are met in full.

The remaining TECHlinx Partner Institutions, Amarillo College, Tyler Junior College, and Austin Community College collaborated successfully to establish the Clearinghouse. Although each institution took a lead or advisory role for each of the five components, management, content, connectivity, technical assistance and professional development, the ability of each institution to meet its objectives was greatly dependent on the work performed by the other institutions. In this way, the TECHlinx Project represents a true collaboration. Without the work of partner institutions, no single partner could have succeeded in meeting its objectives.

Project Products

Project Component	Product
Management	Promotional handouts Promotional video Brochure
Content	Resource Catalog Reference Materials Database Content Manual
Connectivity	Internet World Wide Web Site Listserv Discussion Group TDD, Fax, Phone, E-Mail Connections
Technical Assistance	Handouts on accessing TECHlinx Internet site Phone Help Line
Professional Development	STARLINK Teleconference PowerPoint Presentation Training Video Netscape Presentation Workshop handouts

**These products are included in this Final Report Binder under the appropriate Component Heading.*

Subcontractors

Subcontractor	Purpose	Deliverables
Texas Center for Educational Research (TCER)	Responsible for the overall evaluation of the project.	Project Evaluation Report, Evaluation Instruments
STARLINK	Production and promotion of 90 minute TECHlinx teleconference.	Teleconference, Printed Materials, Promotional Materials
West Texas A&M University	Provide access to the Internet 24 hours/day and maintain equipment and connection.	Full access to the Internet

TECHlinx Technical Education Clearinghouse

Final Report

As Submitted to the Texas Higher Education Coordinating Board by the partner institutions of the TECHlinx Technical Education Clearinghouse.

Austin Community College

Amarillo College

Tyler Junior College

TECHlinx Technical Education Clearinghouse

1995-1996 Project Year

Final Report

Prepared by: Pamela Perry, Project Director
Austin Community College

Contributors: George Wilson, Project Director
Tyler Junior College

George Mason, Project Director
Amarillo College

THECB Advisor: Ron Curry, Program Director
Workforce Education

Submission Date: August 15, 1996

Evaluator: Catherine Clark, Texas Center for Educational Research

Perkins #:
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66120004 Amarillo College

Final Products: STARLINK Teleconference, Reference Materials Database, Content Manual, Promotional Videotape, Promotional Presentation, Brochure, Resource Catalog, Internet World Wide Web Site, E-Mail Discussion Group, Workshop Handouts

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TECHlinx Technical Education Clearinghouse

1995-1996 Project Year Final Report

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TECHlinx Technical Education Clearinghouse

Final Report

As presented to the Texas Higher Education Coordinating Board

Introduction

With global competition and the influence of new technologies radically changing the workplace, creating a responsive workforce education system has never been as exciting and as challenging as it is today. Those charged with preparing Texans for the changing world of work are meeting this challenge by producing quality programs and innovative delivery systems to meet employer demands for a highly skilled workforce. Workforce educators are initiating a vast number of partnerships among business, industry, and educational institutions; designing curriculum for high school and college settings; establishing community links between people, organizations, resources, and services; and producing an array of products, reports, and publications that represent the history of workforce education , its current processes, its future, and the workforce and workplace themselves.

As a vast and invaluable resource for research, planning, implementation, and study, the importance of this information cannot be minimized. And its value extends beyond Texas educators to include all state and national practitioners, researchers, and agencies engaged in workforce development. These resources include materials such as monographs, articles, research reports, project analyses, curriculum, evaluations, surveys, teleconference content, database content, professional development and training materials, dissertations, and speeches, in areas such as equity, academic and technical integration, tech prep, school-to-work, quality workforce planning, and skills standards and certification.

In support of The Texas Higher Education Coordinating Board's goal of advancing career and technical education in Texas, The TECHlinx Technical Education Clearinghouse was established to effectively link educators, trainers, counselors, and researchers to the vast array of workforce education materials "out there." In doing so, TECHlinx assists and supports workforce educators in their efforts to establish high quality technical education programs for workforce development, expand articulations with other institutions, meet the professional development needs of faculty and staff, and form partnerships with business, industry, labor and community based organizations.

The TECHlinx Mission

With such a vast array of documents and documentation of workforce education and the work place, it is imperative that it be preserved and made understandable, useful , and accessible to a broad audience at low or no cost through print and electronic means. It is essential that the wealth of knowledge and expertise possessed by individuals and organizations be brought together to achieve this goal.

> ***"The TECHlinx mission is to promote the effective development of the Texas workforce by linking individuals and institutions to information and resources focused on workforce education."***

Educational practitioners are frustrated. Though supportive of the 1990 Carl D. Perkins Vocational and Applied Technology Act's call for innovation, they need assistance and support to establish high quality technical education programs for workforce development, expand articulations with other institutions, develop accountability systems, and form partnerships with business, industry, labor, and community based organizations. Though abundant, the materials and information related to these tasks are often difficult to access in timely, useful and meaningful ways. As a result, vast resources are "out there gathering dust" while the needs of students, colleges, and business and industry go unmet. The TECHlinx Technical Education Clearinghouse effectively links these resources with individuals and institutions statewide that are charged with building and improving the State's workforce development system, thus, empowering them to carry out their goal.

The TECHlinx Partnership

Austin Community College, Amarillo College, Laredo Community College and Tyler Junior College took up the challenge of preserving the documents and documentation of

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workforce education by establishing the TECHlinx Technical Education Clearinghouse with a 1995-1996 State Leadership Grant from *The Texas Higher Education Coordinating Board*. This partnership was created to provide a strong balance of urban/rural characteristics; locations throughout the state; and ethnic, cultural, economic and geographic diversity. In addition, members were chosen based on their expertise relevant to the needs for the project

The grant proposal jointly submitted by the four partner institutions established challenging goals and a rigorous schedule for the TECHlinx partners. To maximize resources and move quickly to establish a state-of-the-art Clearinghouse, consortium members divided project objectives into five major components: *Management, Content, Connectivity, Technical Assistance* and *Professional Development*.

Each partner college participated in all five components at one of three levels: as *Lead, Support*, or *Advisory*. The role each played is based on the strengths and resources of the institution. The *Lead* College had primary responsibility for managing and implementing the component activities; the *Support* College provided strong assistance in implementing these activities; and the *Advisory* College provided advice and guidance. Table 1. *Project Structure and Roles* illustrates the project structure and roles that each of the colleges played in the TECHlinx Project.

Table 1. Project Structure and Roles

Partner Institution	**Austin Community College**	**Amarillo College**	**Tyler Junior College**	**Laredo Community College**
Component				
Management	Lead	Advisory	Advisory	Advisory
Content	Lead	Advisory	Advisory	
Connectivity	Support	Lead	Advisory	Advisory
Technical Assistance	Support	Lead	Support	Advisory
Professional Development	Support	Advisory	Co-Lead	Co-Lead

The withdrawal of one of the TECHlinx partners, Laredo Community College, in April 1996 necessitated the reassignment of Laredo's responsibilities to the remaining partners. Austin Community College took charge of the entire Content component and worked closely with Tyler Junior College to complete all Professional Development activities as outlined in the original TECHlinx grant proposal. Though the lack of contribution and the subsequent withdrawal of Laredo Community College from TECHlinx set the project back somewhat, the remaining TECHlinx Partners, Austin Community College, Amarillo College and Tyler Junior College are pleased to report that all activities established to meet the grant objectives for the first year of TECHlinx have been completed according to the schedule set forth in the monitoring reports. The impact of Laredo's departure from the partnership is more closely examined later in this report in the grant evaluation section.

Project Components and Objectives

The balance of this final report describes each of the five objectives, Management, Content, Connectivity, Technical Assistance and Professional Development. Details are provided on the activities performed to complete each of the objectives, as well as products produced as a result of these activities. This report concludes with a summary of the evaluation performed by the Texas Center for Educational Research and recommendations for the continued success of the TECHlinx Technical Education Clearinghouse.

SUMMARY OF PROJECT COMPONENTS

COMPONENT 1 Management

Objective: To manage the project and develop a three-year plan for connecting all Texas public community and technical colleges to state, national, and international information related to technical education.

COMPONENT 2 Content

Objective: To identify, acquire, evaluate, and catalog materials concerning technical education which are reasonably necessary for a responsive workforce education system.

COMPONENT 3 Connectivity

Objective: To design, implement, and evaluate effective methods of connecting all Texas public community and technical colleges through electronic and printed materials and tools.

COMPONENT 4 Technical Assistance

Objective: To provide technical assistance to Texas public community and technical colleges regarding connectivity and use of the Clearinghouse.

COMPONENT 5 Professional Development

Objective: To design and conduct professional development activities to train Texas public community and technical colleges to access TECHlinx products and services.

MANAGEMENT

Lead Institution: Austin Community College

Objective: To manage the project and develop a three-year plan for connecting all Texas public community and technical colleges to state, national, and international information related to technical education.

TECHlinx Management Plan

Austin Community College (ACC) served as the Managing Institution in the TECHlinx Partnership. Amarillo College, Laredo Community College, and Tyler Junior College served as Participating Institutions. ACC provided project overview, management, and coordination. Amarillo, Laredo, and Tyler served in advisory roles regarding overall project management. Each college was responsible for managing, coordinating, and evaluation the components for which it was responsible.

Each college provided a Project Director and essential project staff to: coordinate the planning, delivery, and evaluation of the project activities; establish coordination and linkage agreements; and ensure completion of a quality project. As Managing Institution, Austin Community College's Project Director, Pamela Perry was employed full-time.
The Colleges' Project Directors worked together as a *Project Management Team*, with Ms. Perry serving as Team Leader. As Project Management Team Leader, Ms. Perry was responsible for establishing an overall Project Advisory Committee, leading and

coordinating the overall project, reporting project progress in quarterly reports, and reporting project accomplishments and plans for Project Year Two.

Each college acted as a fiscal agent, maintained project records, developed and used ongoing evaluation processes, maintained high quality standards, met project deadlines, and ensured that any subcontractors met contractual obligations of the college and the THECB.

ACC worked closely with the participating institutions to ensure that all activities were effectively and efficiently coordinated. The Project Management Team met formally four times during the project period and communicated on an on-going basis through e-mail, print, mail, phone, and fax.

TECHlinx Advisory System

An extensive and diverse advisory system was organized to ensure that the expertise, experience, resources, and needs of all stakeholders for the project were included in the design, development, and implementation of TECHlinx. The Advisory system included the Project Management Team, Project Advisory Committee, Technical Advisory Committee, and User Groups. The purpose of each group is outlined below. Detailed membership lists are provided in the *Management Component: Section 4* of the Final Report.

Project Management Team

Comprised of Project Directors from each of the TECHlinx Partner Institutions.

Project Advisory Committee

Includes representatives of the ten State Higher Education Regions, and as appropriate, representatives from school districts, Tech Prep, Quality Workforce Planning, business and industry, community-based organizations, Texas Workforce Commission, Texas Department of Commerce, Texas Council on Workforce and Economic Competitiveness, Texas Education Agency, and the Texas Higher Education Coordinating Board. The committee includes members knowledgeable about technical education, workforce development and electronic communications.

Technical Advisory Committee

Includes representatives of each partner institution and other organizations as appropriate, to provide advice on the issues related to Connectivity and Technical Assistance Components.

User Groups

Includes representatives of faculty, staff, administrators and other groups to provide feedback on the content of the Clearinghouse, the quality of products and services and the ease of use.

Management Activities

As Managing Institution for the TECHlinx Technical Education Clearinghouse, Austin Community College completed all activities set forth in the grant proposal on schedule and within the budget for the these activities. Key activities for the Management Component are detailed below. See *Management Component: Section 4* of the Final Report for complete listings and products related to the Management Activities.

Activity 1.1

Establish and implement the Project Management Team and TECHlinx Advisory System composed of a Project Advisory Committee, Technical Advisory Committee and User Groups.

- Formed TECHlinx Advisory Committee consisting of 24 members, representing stakeholder groups including colleges, organizations, agencies and schools.
- Conducted three meetings of the TECHlinx Advisory Committee to solicit advice and guidance. Communicated with Committee throughout project year and conducted one 'virtual' committee meeting via e-mail.
- Formed Technical Advisory Committee to provide guidance on Connectivity and Technical Assistance Components. Met with committee 'virtually' via e-mail and phone as needed.
- Established a Users Group of representatives of faculty, staff, administrators and other groups to provide feedback on the content of the Clearinghouse, the quality of products and services and the ease of use. Met with members twice as a group and on an individual basis to test products and services.

Activity 1.2

Develop a three-year plan for creating, managing, and updating a comprehensive Clearinghouse that connects Texas public colleges to state, national, and international information and materials pertinent to Texas workforce education.

- Worked with TECHlinx Advisory Committee to provide focus and direction for the Clearinghouse.

- Solicited advice from Advisory Committee on long-term needs for stakeholder groups and began discussion of a long-range plan for financial independence for the Clearinghouse.

- Established revenue account for recovery of duplication and shipping expenses.

Activity 1.3

Establish and maintain a network of other THECB State Leadership projects and other pertinent local, state, national, and international organizations.

- Established relationships with THECB State Leadership Projects including Skills Standards and Research and Communications Project, Professional Development Management Project, Curriculum Development Management Project, and the Tech-Prep/School-To-Work Management Project.

- Established relationships with other state and national organizations, including STARLINK, Tech-Prep/School-to-Work Consortia, TEA Career and Technology Education Division, Quality Workforce Planning, Texas SOICC, TCWEC, Texas Workforce Commission, Center on Education and Work, National Center for Research in Vocational Education, NOICC, ERIC Clearinghouse for Adult, Career and Vocational Education.

Activity 1.4

Establish and implement project monitoring and reporting systems.

- Communicated monitoring and reporting requirements to all partner colleges, and followed up to ensure that they are followed and that the system is efficient and effective

- Met with THECB Project Advisor, Ron Curry, periodically to review project progress.

Activity 1.5

Implement a formative and summative evaluation system that includes qualitative and quantitative measures as is appropriate, objective, effective and valid.

- Established Evaluation Advisory Committee composed of project management team, and representatives of the Advisory Committee, User Group, and other individuals as appropriate.

- Contracted with Texas Center for Educational Research (TCER) to assist in implementing the evaluation plan.

- Worked with Evaluation Advisory Committee, Project Management Team, and TCER to facilitate development and administration of the evaluation plan.
- Monitored evaluation activities and findings.

Activity 1.6.

Develop and implement a marketing program to publicize TECHlinx products and services.

- Developed a marketing plan for the promotion of TECHlinx that included presentations at selected conferences, workshops, vendor booths, and teleconferences.
- Produced marketing materials including a brochure, presentation handouts, PowerPoint presentation, and promotional video.
- Submitted articles for publication in Community College Journal, Journal of Special Libraries, Chronicle of Higher Education, TJCTA Messenger, Vocational Education Journal (TECHNIQUES).
- Submitted press release to the AACC.
- Mailed promotional materials to 500 workforce education professionals.
- Presented at conferences: TACTE/TACE, Tech Prep/School-to-Work, Texas Library Association.
- Produced STARLINK teleconference for statewide distribution.
- Promoted TECHlinx in on-line discussion groups and other electronic forums.

CONTENT

Lead Institution: Austin Community College

Support Institution: Laredo Community College (withdrew)

Objective: To identify, acquire, evaluate, and catalog materials concerning any aspect of technical education which is reasonably necessary for a responsive workforce education system including Texas Perkins-funded postsecondary projects and reports.

Content Activities

As Lead Institution for the Content Component, Austin Community College completed all activities set forth in the grant proposal on schedule and within the budget for the these activities. Key activities for the Content Component are detailed below. See *Content*

Component: Section 5 of the Final Report for complete listings and products related to the Content Activities.

Activity 2.1

Identify and collect/locate all Texas Perkins-funded postsecondary project products and reports since July 1, 1990 (and earlier, as desirable and practical).

- Obtained list of funded projects from THECB.
- Located and/or acquired 90% of all THECB Perkins-funded products since 1990 and several related products from the period 1988-1989.
- Established link with THECB for identifying and acquiring future Perkins products and reports.
- Created standards for submission of future Perkins products to TECHlinx and advised THECB on preferred formats for submission.

Activity 2.2

Implement procedures that include examining and analyzing content based on established criteria and standards, possible repackaging and establishing standards for abstracting and indexing for a catalog.

- Established standards for abstracting and indexing of materials.
- Evaluated database structures and input templates from the National Center for Research in Vocational Education for possible use by TECHlinx.
- Established TECHlinx Reference Materials Database of over 700 distinct items for use by TECHlinx staff and for access via the TECHlinx web site.
- Created unique subject thesaurus for workforce education.

Activity 2.3

Plan and implement the identification of state, national, and international information related to workforce education and development.

- Subscribed to 25 different periodicals to monitor workforce education resources and trends.
- Subscribed to and monitored state, national and international e-mail discussion groups and Internet newsgroups.
- Searched electronic databases including OCLC, ERIC, NCRVE, and Texas State Library to locate materials and information relevant to workforce education.

- Systematically searched and bookmarked relevant information on Internet World Wide Web, gopher and FTP sites.

Activity 2.4

Produce and disseminate an index or catalog of information on Texas Perkins-funded products and reports, and other resources and information focused on workforce education.

- Designed and produced electronic and print-based catalog.
- Mailed print catalog to 500 workforce education professionals, in Texas and to other individuals and institutions on request.
- Advised Amarillo College (Connectivity Component) on format and database fields for inclusion in TECHlinx World Wide Web site.

Activity 2.5

Provide reference services to Texas workforce professionals and others as appropriate via fax, phone, e-mail, mail and in person during regular business hours.

- Hired and trained reference staff.
- Established procedures for responding to information requests.
- Developed Lending Library of selected materials.

CONNECTIVITY

Lead Institution: Amarillo College

Objective: To design, implement, and evaluate effective methods for connecting all Texas public technical and community colleges to resources for workforce education through electronic and print tools and materials.

Connectivity Activities

As Lead Institution for the Connectivity Component, Amarillo College completed all activities set forth in the grant proposal on schedule and within the budget for the these activities. Amarillo College, in conjunction with the Project Management Team, made the decision early on that TECHlinx products and services must be accessible to the widest range of skill levels among the target audience. Therefore, TECHlinx developed a Clearinghouse that is accessible by more conventional media such as phone, fax, mail and walk-in service, while building an electronic Clearinghouse accessible via the Internet e-mail, FTP and the World Wide Web. Key activities for the Connectivity Component are detailed below. See *Connectivity Component: Section 6* of the Final Report for complete listings and products related to the Connectivity Activities.

Activity 3.1

Develop a connectivity plan that allows all Texas public community and technical colleges access to appropriate resources through electronic and print tools and materials.

- Researched equipment and software options for providing connectivity.
- Prepared and implemented a plan for connecting users to resources.

Activity 3.2

Procure and install equipment and software needed at Amarillo College to guarantee connectivity and provide assistance to partner institutions to assure compatibility.

- Arranged to house TECHlinx Web Site on Amarillo Web Server (Intel 486/DX2).
- Acquired and installed NCSA WWW Server Management Software.
- Registered TECHlinx unique domain name with INTERNIC (techlinx.org)
- Established a unique URL (uniform resource locator) or web address for TECHlinx (http://www.techlinx.org/techlinx)
- Established Internet connection via 56K line to West Texas A&M and later upgraded to a T1 line.
- Established FTP (file transfer protocol) archive for TECHlinx files and full-text document retrieval.
- Established E-Mail discussion group dedicated to the TECHlinx Technical Education Clearinghouse (*techlinx@actx.edu).*
- Worked with ACC and NCRVE to establish standards for database development.

Activity 3.3

Maintain connectivity of Texas public community and technical colleges to workforce education resources.

- Maintained software and hardware while keeping down time to a minimum.
- Upgraded web pages as needed.
- Upgraded software to reflect new developments in web page management.
- Provided up-to-date links to workforce education resources on the web.

- Maintained and updated TECHlinx Reference Materials Database.
- Established publicly accessible TECHlinx Reading Rooms or Collections at Austin Community College, Tyler Junior College, Amarillo College and Del Mar

Special and Targeted Populations

TECHlinx products and services are available in a variety of formats that meet the needs of special and targeted populations. TECHlinx is accessible by phone, fax, TDD, e-mail, mail and walk-in. Additionally TECHlinx products and services are equally accessible to rural users as they are to more urban populations. TECHlinx not only provides equal access to materials but as also provides materials focused on equal access to technical education. Toward that end, the TECHlinx staff has sought to identify materials and resources focused on inclusion of and services to special and targeted populations in Texas. TECHlinx has selected materials that can be used to improve and expand current programs and services and to design, develop and implement new ones specifically addressing the issues of special populations in workforce education.

TECHNICAL ASSISTANCE

Lead Institution: Amarillo College

Support Institution: Tyler Junior College

Objective: To provide technical assistance to Texas public community and technical colleges regarding connectivity and use of the Clearinghouse products and services, both electronic and print.

Technical Assistance Activities

As Lead Institution for the Technical Assistance Component, Amarillo College was charged with establishing services to assist users in accessing TECHlinx products and services. Amarillo College worked closely with Austin Community College to ensure that end-users have access to technical assistance by phone, fax, mail, TDD, e-mail and the web site 24 hours a day. Key activities for the Technical Assistance Component are detailed below. See *Technical Assistance Component: Section 7* of the Final Report for complete listings and products related to the Technical Assistance Activities.

Activity 4.1

Develop and implement a plan for ongoing technical assistance for TECHlinx end users, including written documentation and other methods as appropriate.

- Performed needs analysis for end-user technical assistance.
- Established a comprehensive set of technical assistance access points that includes traditional modes of communication (phone, fax, mail, TDD) as well as electronic media (e-mail, web page, listserv).
- Developed print materials to support technical assistance efforts.
- Established help desk at Amarillo College that is accessible 24 hours and staffed with a technical assistance during normal business hours.

Activity 4.2

Provide ongoing technical assistance to TECHlinx Partner Institutions.

- Provided guidance to Partner Colleges on computer hardware and software purchases.
- Provided technical expertise to Austin Community College on design of TECHlinx databases.

PROFESSIONAL DEVELOPMENT

Co-Lead Institutions: Tyler Junior College, Laredo Community College *(withdrew)*

Objective: To design and conduct professional development activities to train Texas public community and technical colleges to access TECHlinx products and services.

Professional Development Activities

Tyler Junior College acted as lead institution to complete this objective, with considerable support from Austin Community College and minor assistance from Laredo Community College. Activities occurred in the broad areas of workshop/conference presentations to groups and individual tutoring. Group presentations enlightened potential users to this new resource and its potential value in researching the field of workforce training and related topics, encouraged use of the material through familiarization and practice, and created local experts who could mentor others at their institution and area

Key activities for the Professional Development Component are detailed below. See *Professional Development Component: Section 8* for complete listings and products related to the Professional Development Activities.

Activity 5.1

Establish Curricula and materials for training individuals to use electronic communications and TECHlinx.

- Analyzed data on present and potential audience needs.
- Designed, developed and produced print-based training materials for use in on-site workshops and for the STARLINK teleconference.
- Designed, developed and produced a training videotape on how to access TECHlinx products and services which can be used alone or in conjunction with workshops and teleconference.
- Designed, developed and produced an informational packet that describes TECHlinx products and services and how to access them.
- Produced lists of goals, objectives, and supporting activities to use in presentations, and design of courseware to teach the curriculum.

Activity 5.2

Develop and implement end-user and train-the-trainer programs through on-site workshops, a statewide STARLINK teleconference, on-line tutorials and self-study pamphlet/booklet.

- Produced curriculum with supporting electronic, audio/visual and print materials that can easily be used for self-study and in conjunction with train-the-trainer workshops.
- Produced a statewide STARLINK teleconference which included panel discussion, promotional video, instructional video and print support materials.
- Conducted end-user training at several statewide conferences, including TACTE/TACE Fall 1995, Tech Prep/School-to-Work Conference 1996, Texas Library Association 1996, TACTE Spring 1996, and TACE Spring 1996.

Activity 5.3

Develop and implement a marketing program to publicize training opportunities.

- Publicized training opportunities on TECHlinx web site, statewide discussion groups, and direct mail to 500 workforce educators.
- Networked at conferences to promote TECHlinx training sessions.

Project Products

Project Component	Product*
Management	Promotional handouts Promotional video Brochure
Content	Resource Catalog Reference Materials Database Content Manual
Connectivity	Internet World Wide Web Site Listserv Discussion Group TDD, Fax, Phone, E-Mail Connections
Technical Assistance	Handouts on accessing TECHlinx Internet site Phone Help Line
Professional Development	STARLINK Teleconference PowerPoint Presentation Training Video Netscape Presentation Workshop handouts

**These products are included in this Final Report Binder under the appropriate Component Heading.*

Project Evaluation

Evaluation Plan

As managing institution, Austin Community college took the lead role in conducting the evaluation of the project. All evaluation activities were conducted in conjunction with The Texas Center for Educational Research (TCER), The TECHlinx Project Management Team, and the TECHlinx Evaluation Advisory Committee. The Texas Center for Educational Research (TCER) is an independent, nonprofit educational research organization established to study major issues affecting all levels of Texas education. TCER and its executive officer, Dr. Catherine Clark, have worked collegially for several years with educational organizations, school districts, colleges and universities, state agencies and other research groups. TCER staff attended management team meetings, advisory committee meetings and TCER staff maintained frequent contact with TECHlinx Project Director, Pamela Perry, regarding the progress of the project in meeting its objectives.

The Project Evaluation Advisory Committee was composed of the Project Management Team and representatives from the Project Advisory Committee, Technical Advisory Committee and User Groups. For the membership of the Evaluation Advisory Committee, see the *Project Evaluation: Section 3* of the Final Report.

Evaluation Instruments

The five project components for the TECHlinx Project: Management, Content, Connectivity, Technical Assistance, and Professional Development, were evaluated using a range of instruments developed by TCER and approved by the TECHlinx Evaluation Advisory Committee. Samples of each survey instrument can be found under *Project Evaluation: Section 3* of the Final Report.

1) ***Professional Development Questionnaire:*** This instrument was designed to assess the effectiveness of the training sessions and determine what improvements can be made to the program. The survey was distributed at the end of each training session and returned on site or by mail to TECHlinx.

2) ***Materials Evaluation Questionnaire:*** This instrument was designed to rate the quality and appropriateness of materials sent in response to an information request. The instrument accompanies any orders for materials that are filled by the TECHlinx staff.

3) ***Internet Web Page Questionnaire:*** This instrument is designed to assess the quality of information available from the TECHlinx web site and the ease of access to TECHlinx products and services from the web site. this instrument is accessible from the TECHlinx web site and may be completed by anyone visiting that site.

4) ***STARLINK Teleconference Evaluation:*** TECHlinx developed an instrument to include in the print packets distributed at each STARLINK downlink site. The instrument was designed to assess the usefulness of the information provided in the teleconference and the effectiveness of the technical training provided.

5) ***End-of-Year Questionnaire:*** This instrument was designed to be sent to a sample of the TECHlinx target audience to assess the effectiveness of marketing and professional development activities in creating an awareness of TECHlinx. The instrument also assessed the respondents opinions of the content, ease of use, and technical assistance for TECHlinx.

6) ***Telephone Survey:*** The telephone survey measured the overall effectiveness of professional development activities, technical assistance, accessibility and quality of TECHlinx products and services. A stratified random sample of conference attendees and other targeted groups were contacted.

7) ***Management Evaluation Questionnaire:*** This instrument was designed to assess the effectiveness of leadership and management for the overall project. The questionnaire was sent to all members of the Project Management Team and Project Advisory Committees.

For a detailed analysis of survey responses, a complete evaluation report prepared by TCER is available under Project Evaluation: Section 3 of the Final Report. A summary of the evaluation for each project component is detailed below.

Summary of TCER Project Evaluation by Component

Management Evaluation

Overall, TCER concluded that deadlines for reports, products and activities were met; activities were conducted within budget; TECHlinx partner institutions collaborated to establish the Clearinghouse (with the exception of Laredo Community College which withdrew from the grant); and project objectives were met. The results of the Management Evaluation Questionnaire indicated a high level of support for the Project Director and the Project Management Team. Weaknesses for the project in the first year were lack of visibility, the withdrawal of Laredo Community College from the partnership, and the need for more time to develop the Clearinghouse.

Content Evaluation

With the withdrawal of Laredo Community College from the TECHlinx Project, Austin Community College took responsibility for 100% of the Content related activities. Despite the increased workload, TECHlinx staff at ACC created standards for indexing and abstracting, produced a print and electronic catalog, collected and abstracted Texas

Perkins related products and provided access to TECHlinx materials. Responses to content related questions on the surveys indicated a high degree of satisfaction with the materials available through TECHlinx.

Connectivity Evaluation

TCER concluded that TECHlinx met the general objective of making TECHlinx products and services accessible to Texas public community and technical colleges via the Internet, and more traditional media such as phone, fax, mail and TDD. Survey respondents rated access to TECHlinx products and services as "better than average."

Technical Assistance Evaluation

Overall, the findings suggest that TECHlinx had effectively met the Technical Assistance objective of providing technical assistance to end-users requesting help via phone, fax, TDD, e-mail or the web site.

Professional Development Evaluation

Professional Development activities were set back by the withdrawal of Laredo Community College from the TECHlinx Project. Austin Community College as Lead Institution for the project assumed responsibility for the professional development activities originally assigned to Laredo. ACC worked closely with Tyler Junior College, the Co-Lead for this component, to perform all professional development activities. Generally, training handouts, presentations and videos were rated 'above average'. Most attendees had not previously used TECHlinx, thus the professional development sessions served the dual purpose of creating visibility for the Clearinghouse and training end-users to access TECHlinx products and services. Additional training opportunities would serve to increase the number of TECHlinx end-users.

The Broader Picture

While the first priority of TECHlinx has been to serve to community and technical colleges of Texas, those needs are closely interwoven with those of other institutions involved in workforce development - public schools, business and industry, workforce development boards, quality work force planning, tech-prep consortia, community-based organizations, government agencies, and others. The TECHlinx Management Team has sought to build on existing relationships and to create new ones to ensure that TECHlinx provides the symbiotic and synergistic environment that benefits us all. TECHlinx has established a number of strong alliances in the first year of the grant, including but not limited to the following:

THECB State Leadership Projects

TECHlinx established relationships with THECB State Leadership Projects including Skills Standards Research and Communications Project, Professional Development Management Project, Curriculum Development Management Project, and the Tech-Prep/School-To-Work Management Project.

National Center for Research in Vocational Education (NCRVE)

TECHlinx worked closely with NCRVE's Office of Student Services, located at the University of Illinois. This organization has been providing assistance to workforce educators through printed materials, on-line services and personal contacts, since 1988. The staff of NCRVE has offered TECHlinx assistance in adapting its model for an electronic Clearinghouse.

Project Advisory Committee

The TECHlinx Advisory Committee boasts a diverse membership representing the spectrum of potential TECHlinx end-users. Current linkages on the Advisory Committee include the Texas Workforce Commission, Texas SOICC, TEA - Career and Technology Education, Quality Workforce Planning, and Tech Prep/School-to-Work Consortia.

Professional Organizations

TECHlinx has established a relationship to Texas Association of College Technical Educators (TACTE), Texas Association for Continuing Education (TACE), Texas Library Association (TLA), and Texas Community College Student Services Association (TACCSSA).

Recommendations & Conclusions

Despite a late start and the loss of one of the four TECHlinx Partner institutions, the TECHlinx Technical Education Clearinghouse was successfully established in the 1995-1996 project year. As envisioned in the project proposal, TECHlinx offers both a conventional print-based Clearinghouse and a 'virtual' electronic Clearinghouse available via the Internet. Virtual services include an e-mail discussion group, or listserv, and an Internet World Wide Web site offering access to the TECHlinx Reference Materials Database, limited full-text document retrieval and links to workforce education related organizations and documents on the web. More conventional products and services include a print resource catalog, and reference and research services.

The easy accessibility to TECHlinx products and services has created a much broader audience than originally envisioned in the original project proposal. Anyone with access to a telephone, fax, TDD device, mail, e-mail, or web site can use TECHlinx products and services. A collection of select Perkins materials are also available on a walk-in basis at Austin Community College, Amarillo College, Tyler Junior College and Del Mar College. Recent TECHlinx users have included representatives of industry, universities, state agencies, high schools and community based organizations. Requests for information and materials have come in from Canada, Florida, Mississippi and Massachusetts, as well as from all over Texas. TECHlinx will continue to create a national identity as long as the needs of the primary audience, Texas public community and technical colleges, are met in full.

The remaining TECHlinx Partner Institutions, Amarillo College, Tyler Junior College, and Austin Community College collaborated successfully to establish the Clearinghouse. Although each institution took a lead or advisory role for each of the five components, management, content, connectivity, technical assistance and professional development, the ability of each institution to meet its objectives was greatly dependent on the work performed by the other institutions. In this way, the TECHlinx Project represents a true collaboration. Without the work of partner institutions, no single partner could have succeeded in meeting its objectives.

The Future

In the 1996-1997 Project Year, TECHlinx will work to improve and expand its products and services and raise the visibility of the Clearinghouse around the state and even nationally and internationally. Del Mar College has joined the TECHlinx Project replacing Laredo Community College as the fourth TECHlinx Partner Institution. Del Mar College will work closely with Tyler Junior College and Austin Community College to create awareness of TECHlinx among high-needs users such as college faculty and administrators, counselors, librarians, and high school career and technology administrators. Additionally, TECHlinx plans to tap an even wider audience of users. Training workshops, presentations and promotional materials will be developed to effectively and efficiently reach the widest possible audience for TECHlinx.

While striving to increase awareness of the TECHlinx Technical Education Clearinghouse and meet the immediate needs of its users is a key objective in the 1996-1997 Project Year, developing a long-term plan for the Clearinghouse will be of equally high priority. The TECHlinx Project Management Team will work closely with the TECHlinx Advisory Committee to develop a long term plan for the continuation of the Clearinghouse when Perkins funding is no longer available. Together the Management Team and Advisory Committee will perform a needs analysis, develop a business plan, and research alternative funding sources to reduce the organization's reliance on a single funding source. TECHlinx supporters, advisors, directors, and users are unified in their opinion that the TECHlinx Technical Education Clearinghouse is a valuable asset and must not be allowed to wither at a time when it's impact on Texas workforce development is just beginning to be felt. The TECHlinx Management Team, Partner Institutions and Advisory Committee Members are committed to the continued success of the TECHlinx Technical Education Clearinghouse for the long run.

Project Evaluation

Evaluation Report

Evaluation Instruments

Evaluation Plan

Evaluation Report

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TECHlinx Technical Education Clearinghouse Project Evaluation
First Year Report

presented to
TECHlinx
Austin Community College
Austin, Texas

by
The Texas Center for Educational Research
Austin, Texas

TECHlinx Technical Education Clearinghouse Project
Evaluation
First Year Report

The Texas Center for Educational Research (TCER) in conjunction with the TECHlinx Project Management Team and the TECHlinx Evaluation Advisory Committee conducted an evaluation of the first year of the TECHlinx Technical Education Clearinghouse Project. The first year, July 1, 1995 through June 30, 1996, was a developmental year for the project

- The Management Team was formed, communication links were established, and partners developed working relationships in support of the project.
- TECHlinx Project offices were established at a facility of Austin Community College and a project director was hired.
- Advisory committees were named and convened to accomplish project objectives.
- The TECHlinx partners designed and implemented an effective method for connecting Texas public community colleges and technical colleges to print and electronic resources for workforce education. They created a home page and electronic clearinghouse. Print materials, including skills standards, certification requirements, and Texas Perkins-funded postsecondary projects and reports, were accessed, abstracted, and cataloged.
- Training sessions, conference presentations, and teleconferences were conducted. Additional professional development activities will be completed in Year 2.
- The TECHlinx partners developed marketing materials and distributed promotional flyers and brochures. TECHlinx was publicized on state and national e-mail discussion groups.
- With the assistance of an external evaluator and an Evaluation Advisory Committee, evaluation tools were developed and evaluation procedures were established and implemented.

EVALUATION ACTIVITIES

The TECHlinx Project selected the Texas Center for Educational Research (TCER) to serve as the external evaluator for the project. TCER staff attended management team meetings, beginning in October 1995, and TCER staff maintained frequent contact with the project director regarding the progress of the project team in meeting its objectives.

The evaluator attended the October 19-20, 1995, introductory meeting of the TECHlinx partners and advisory committee members. During the December project meeting, the evaluator met with the Evaluation Advisory Committee to review the evaluation procedure and gather input for development of evaluation instruments. The evaluator and the committee discussed procedures for electronic evaluation tools, and identified individuals and groups to receive the evaluation instruments. The Evaluation Advisory Committee met again with the evaluator in January 1996 to review the draft versions of seven evaluation instruments and to resolve issues surrounding the web site survey, STARLINK survey, and telephone survey.

Final versions of the seven evaluation instruments were prepared in February and copies were provided by the TECHlinx project director to partner institutions for implementation. The instruments are described below. (The instruments appear as an appendix to this report.)

A professional development evaluation questionnaire. This instrument is designed to assess the effectiveness of the training sessions and determine what improvements can be made to the prog[illegible] he survey is to be distributed at the end of each training session and returned on site or [illegible] TECHlinx Project office.

A [illegible] evaluation questionnaire. This instrument is designed to rate the quality and appropriateness of materials sent in response to an information request. The instrument accompanies any orders for materials that are fulfilled by the TECHlinx staff.

An internet web page questionnaire. This instrument is designed to assess the quality of information available from the TECHlinx web site and the ease of access to TECHlinx products and services from the web site. The web page instrument is accessible from the TECHlinx web site and may be completed by anyone visiting that site.

A STARLINK Teleconference evaluation. In addition to the evaluation form supplied by STARLINK, TECHlinx developed an instrument to include in the print packets provided at each downlink site. The instrument is designed to assess the usefulness of the information provided in the teleconference and the effectiveness of the technical training that is provided.

An end-of-year questionnaire. This instrument is designed to be sent to a sample of TECHlinx's target audience to assess the effectiveness of marketing and professional development activities in creating an awareness of TECHlinx. The instrument also assesses the respondents' opinions of the content, ease of use, and technical assistance for TECHlinx.

Telephone survey. The telephone survey format measures the overall effectiveness of professional development activities, technical assistance, accessibility, and quality of TECHlinx products and services. The evaluator contacts a stratified random sample of conference attenders and other targeted groups. The sample is to be stratified geographically.

A management evaluation questionnaire. This instrument is designed to assess the effectiveness of leadership and management for the overall project. The questionnaire will be sent to all members of the project management team and project advisory committees.

The evaluator attended the April 1996 and May 1996 project team meetings in order to receive updates on project activities and accomplishments. In May, the TECHlinx Management Team distributed evaluation instruments. Completed instruments were returned to the evaluator in May and June 1996. In June, the evaluator conducted a telephone survey of 47 individuals who attended TECHlinx training or who had received information from the clearinghouse. Results from the questionnaire and survey instruments have been incorporated into this evaluation report.

Management Evaluation

The objective of the management component of the TECHlinx Project is to manage all aspects of the project, including the efficient development of a three-year plan for connecting all Texas public community and technical colleges to state, national, and international resources. As outlined in the TECHlinx proposal of April 1995, evidence of meeting this objective was defined in four areas:

1. Deadlines and other requirements for reports, products, and activities will be met.

2. Activities will be conducted within the established budget.
3. The four TECHlinx partner community colleges will collaborate with one another and other entities to establish the clearinghouse.
4. Project management will support the completion of other TECHlinx Project objectives.

Austin Community College, the managing institution, hired the project director and staff. Austin Community College has the lead role in the management of TECHlinx. Amarillo College and Tyler Junior College served in advisory roles. Laredo Community College was scheduled to serve an in advisory role as well, but the institution did not participate and finally dropped out of the TECHlinx program mid-way through the first year.

Evaluation of Project Records

The evaluator examined project meeting materials, minutes of project management meetings, and quarterly reports submitted to the Texas Higher Education Coordinating Board. Another element of this evaluation was the Management Evaluation Questionnaires. A total of 35 Management Evaluation Questionnaires were distributed by the TECHlinx Management Team, along with self-address return envelopes. Five surveys were returned.

Two of these respondents had used the TECHlinx clearinghouse more than 5 times.

Members of the project management team and advisory committees have a unique perspective on the effectiveness of TECHlinx. These individuals are both responsible for guiding the TECHlinx project and are potential users of the product. From that perspective, their thoughts about the strengths and weaknesses of TECHlinx are valuable. Using the management evaluation questionnaire, these individuals were asked to comment on each of the five evaluative areas of TECHlinx: management, content, connectivity, technical assistance, and professional development. The responses from this questionnaire will be referred to throughout the document as a way of highlighting some of the strengths and weaknesses of TECHlinx. Because of a low response rate, their responses do not fairly represent the opinions of the entire management team. They do, however, reflect experience with the TECHlinx project.

Deadlines and Other Requirements for Reports, Products, and Activities Were Met

Institutional delays led to a slow start in the first quarter.

One partner elected not to participate and left the project. Other partners showed a high degree of initiative in assuming the responsibilities of the nonparticipating partner. TECHlinx partners were not able to complete all the activities, but they made a highly professional effort to complete those that were deemed to be of high priority and to plan for completion of all required components in Year 2.

Once the TECHlinx Project team was identified and a project director hired, work proceeded quickly and with a high degree of collegiality among the participating partners. Tyler Junior College, Austin Community College, and Amarillo College worked closely with each other and other entities in developing and implementing the project. The exception is Laredo Community College which withdrew from the project after several months of inactivity and non-cooperation.

Respondents to the management survey gave the TECHlinx Project very high ratings for meeting deadlines and project requirements (6.5 on a scale of 1 to 7).

Activities Will Be Conducted within the Established Budget

All activities were conducted within budget. In some cases, activities were completed under budget. Members of the management team who responded to the survey rated the TECHlinx Project very highly for conducting activities within budget (6.6 on a scale of 1 to 7).

Collaboration to Establish the Clearinghouse

The TECHlinx Project, under the leadership of Austin Community College, developed and implemented a practical plan for connecting all Texas public colleges to state, national, and international resources pertinent to Texas workforce education. Members of the management team who responded to the survey rated the collaborative efforts of the consortium highly (5.4 on a scale of 1 to 7).

The TECHlinx Project Director cooperated extensively with other State Leadership Projects including the Professional Development Management Project, the Curriculum Development Management Project, Skills Standards Research and Communications Project, and the Tech-Prep/School-to-Work Management Project.

The acquisition, abstracting, and cataloging of materials was a major task, due in part to the time needed to acquire Perkins-funded project reports.

Development of the electronic connection was an activity that generated a high level of interest among the management team and advisory committees.

Project Management Will Support Other TECHlinx Project Objectives

Austin Community College, Tyler Junior College, and Amarillo College met all report deadlines, activity deadlines, and product development schedules. Laredo Community College withdrew from the project on April 1 and did not complete all projects or reports. Laredo did not produce products for TECHlinx. The remaining institutions attempted to complete as much of the unfinished work as possible.

Results of the Management Evaluation Questionnaire

Respondents gave the TECHlinx Project very high ratings for achieving its objectives (6.8 on a scale of 1 to 7).

Respondents rated marketing efforts as "at the expected level for the first year of a project."

Project strengths identified were the project management team, the project director, and the clearinghouse itself. Respondents indicated a high level of support for the project director and lead individuals from the other two participating institutions. One respondent remarked that TECHlinx has the "potential to be a major resource for workforce education in Texas and nationally. [It has] a good start in the first year."

Project weaknesses are not unexpected for a newly-created product. Members of the management team noted that TECHlinx lacked visibility and needed more time before it would be operating smoothly. Another weakness, and one that is referred to throughout this evaluation, was the problem of one TECHlinx partner not participating. The need for more time seemed to be most important to project management staff.

Content, Connectivity, and Technical Assistance Evaluation

Content

The objective of the content component of the TECHlinx project is to identify, acquire, evaluate, and catalog materials concerning any aspect of technical education which is reasonably necessary for a responsive workforce education system, including skills standards and certification and Texas Perkins-funded postsecondary projects and reports. As outlined in the TECHlinx proposal of April 1995, evidence of meeting this objective was defined in five areas:

1. TECHlinx will develop or adopt standards for abstracting and indexing workforce education materials and resources,
2. The project will create a print and electronic index/catalog of information on the Texas Perkins-funded products and reports from July 1990 and later, skills standards and certification, and other aspects of technical education.
3. TECHlinx will provide access to information on the Texas Perkins-funded products and reports since July 1990 or earlier, skills standards and certification, and other aspects of technical education.
4. TECHlinx partners will develop recommendations on electronic and print format standards for current and future Perkins-funded projects.
5. End users will rate the quality of information and materials available through TECHlinx at a high rating level.

Austin Community College had the lead role in the content component. Amarillo and Tyler served in advisory roles. Laredo Community College did not fill its commitment to serving in a support role to Austin Community College.

Evaluation of the Content Component

Questionnaires

In order to assess how well the TECHlinx Project met its objectives for the content component, the evaluator developed three questionnaires. One instrument was a survey posted on the web page. Another was an end-of-year instrument mailed to 605 individuals whom it was believed would have knowledge of the TECHlinx Technical Education Clearinghouse. A brief questionnaire was inserted with each shipment of requested printed material.

The number of individuals responding to those three surveys was very low. The evaluator received only 32 responses from the 605 end-of-year mailed surveys and no responses from the web site survey or insert survey. Of those 32 individuals, 23 had heard of TECHlinx, but only four had ever used the TECHlinx products.

Develop or Adopt Standards for Abstracting and Indexing Materials

TECHlinx staff prepared manuals and instructions related to the contents of the clearinghouse.

Clearinghouse staff created standards for annotating materials, including style guidelines, punctuation, rules of thumb, and a subject-specific thesaurus of terms to be used as key words.

Create a Print and Electronic Index/Catalog

The clearinghouse staff created a print and electronic index/catalog of information on Texas Perkins-funded products and reports. A print catalog of over 500 items was published an distributed in June 1996 to 400 individuals. A database of 700 records (items) was produced and made accessible to users via the TECHlinx Internet web site.

Provide Access to Information on the Texas Perkins-funded Products and Reports

The database and catalog include nearly 350 different products produced since 1988 with Texas postsecondary Perkins funding. Among these products are manuals, curriculum guides, skills standards documents, video tapes, audio tapes, software, model programs, training and workshop materials, and more. Other materials related to workforce education were included in the database and catalog, among them journal articles, materials from state and federal agencies, newsletters and journals. The catalog also includes material from curriculum clearinghouses, ERIC, the National Center for Research in Vocational Education (NCRVE), the Center on Education and Work, and other workforce education organizations.

Develop Recommendations on Electronic and Print Format Standards for Perkins-funded Projects

The TECHlinx Project made recommendations to the Texas Higher Education Coordinating Board in February 1996 on the format for submission of Perkins products to the clearinghouse. Guidelines were included in the submission materials packet for 1997 Perkins projects. Letters detailing guidelines were sent to all 1996 Perkins-funded projects by the TECHlinx Project director.

End Users Will Rate the Quality of TECHlinx Information with a High Rating

A total of 53 requests for materials were fulfilled since March 1996. Each request was accompanied by a survey, but at this time none has been returned. The telephone interview guide included questions related to the content of the TECHlinx Technical Education Clearinghouse. Six respondents had used the clearinghouse and all assigned high ratings to the content of the clearinghouse materials (for an average ranking of 6.7 out of 7). One-third of the respondents received print copies of the materials; the remaining two-thirds viewed the contents electronically. All six respondents indicated that they got the information they were seeking.

The mailed evaluation questionnaire also included questions about the content of TECHlinx products. Among the 32 individuals who returned that questionnaire, four had used the clearinghouse and noted that they found the information they needed. They also assigned high ratings to the content of the materials.

A few individuals suggested other materials they would like offered by TECHlinx: curriculum; contact information for experts in the field; company profiles and their training needs; case studies of companies' assessments of competencies; skills standards; and sample assessment tools.

The TECHlinx Project Management Team members were asked to comment on the strengths and weakness of TECHlinx content. Several strengths were noted by the management team: comprehensiveness, quality, organization, accessibility, and originality of materials. One respondent mentioned that being a central repository and referral site for material, information, and resources was a strength. A few noted that it was difficult to find and acquire some of these materials for inclusion in the clearinghouse. One respondent noted that reliance on Perkins-funded projects might not be the best source of materials.

Connectivity

The objective of the connectivity component of the TECHlinx Project is to design, implement, and evaluate effective methods of connecting all Texas public technical and community colleges through electronic and printed materials and tools. As outlined in the TECHlinx proposal of April 1995, evidence of meeting this objective was defined in two areas:

1. All Texas public community and technical colleges will have access to workforce education resources through TECHlinx via electronic and/or print media.
2. End users of TECHlinx will assess its ease of access and ease of use, rating it at a high level.

Amarillo College assumed the lead role in the connectivity component, with Tyler Junior College serving in a support role. Austin Community College served in an advisory role.

Evaluation of the Connectivity Component

Questionnaires

In order to assess how well the TECHlinx Project met its objectives for the connectivity component, the evaluator developed three questionnaires. One instrument was a survey posted on the web page. Another was an end-of-year instrument mailed to 605 individuals whom it was believed would have knowledge of the TECHlinx Technical Education Clearinghouse. A brief questionnaire was inserted with each mailout of requested printed material. The number of individuals responding to those three surveys was very low. We received only 32 responses from the 605 end-of-year mailed surveys and no responses from the web site survey or insert survey.

All Texas Public Community and Technical Colleges Will Have Access to TECHlinx

All Texas public community and technical colleges have access to TECHlinx. Moreover, TECHlinx is available to virtually any user in the world who is seeking high-quality information about workforce education. Most of the users access TECHlinx through an Internet connection either at their office or home; among those responding to the surveys, only one individual accessed TECHlinx by telephone.

Members of the project management team noted that the biggest problem was informing potential users about TECHlinx. With that in mind, the strength of the clearinghouse in terms of connecting colleges was the ease of access and multiple avenues of access. Through the Internet, colleges are able to access TECHlinx and use the search feature to scan for materials. One respondent noted that a strength of TECHlinx is the ability to connect institutions.

The telephone interviews and mail-in evaluation questionnaires asked questions about where potential users hear about TECHlinx. The following table combines information from these two surveys (responses from 32 evaluation questionnaires and 33 telephone interviews) regarding source of information about TECHlinx.

Table 1
Source of information regarding TECHlinx

Source	Number of Responses	Source	Number of Responses
Conference	18	Workshop	3
Teleconference	5	Article or newsletter	3
Tech-prep Consortium	5	Texas Higher Education Coordinating Board	3
Mail	5	World Wide Web	1
Colleague or friend	5	Survey	1

End Users Will Give Ease of Use a High Rating

The print clearinghouse is available to all Texas higher education institutions, and a print catalog assists those who cannot or do not wish to access TECHlinx electronically. Requests for information can be made by phone, facsimile, TDD, e-mail or web site. The telephone interview guide included questions related to TECHlinx connectivity. Three respondents assigned the highest rating to ease of use or connectivity. Two users assigned a "better than average" rating to connectivity, with one commenting that after a hardware problem was resolved, ease of use improved. Two respondents asked another person to access TECHlinx for them. In addition, two other respondents noted they had problems moving back and forth within the TECHlinx web site.

Technical Assistance

The objective of the technical assistance component of the TECHlinx Project is to provide technical assistance to aid all public community and technical colleges in connecting electronically and using TECHlinx services. As outlined in the TECHlinx proposal of April 1995, evidence of meeting this objective was defined in two areas:

1. All Texas public community and technical colleges will have access to technical assistance in connecting to and using TECHlinx.
2. Users of TECHlinx technical assistance will assess its ease of access and effectiveness, rating it at a high level.

Amarillo College took the lead role in the technical assistance component. Austin Community College and Tyler Junior College served in advisory roles.

Evaluation of the Technical Assistance Component

All Texas Public Community and Technical Colleges Will Have Access to TECHlinx Technical Assistance

TECHlinx established a technical help-line at Amarillo College that can be accessed by e-mail, telephone, facsimile, or TDD.

Users of TECHlinx Technical Assistance Will Rate It Highly

The telephone interview and mailed evaluation questionnaire included questions related to the technical assistance provided by the TECHlinx education clearinghouse. Only 10 of those respondents had used TECHlinx, and only two of those had need of technical assistance. Both individuals gave technical assistance the highest possible rating.

Project Management Team members responded that personnel were knowledgeable and talented. They did not note any weaknesses in regards to the technical assistance offered to TECHlinx users.

Professional Development Evaluation

The professional development objective for the TECHlinx Project is: to design and implement professional development activities to assist all public community and technical colleges in using TECHlinx services. As outlined in the TECHlinx proposal of April 1995, evidence of meeting this objective was defined in three areas:

1. Curricula and training materials
2. Professional development activities
3. Satisfaction of participants attending professional development sessions

Initially, Laredo Community College and Tyler Junior College shared the responsibilities for the professional development element of the TECHlinx Project. However, Laredo dropped out of the TECHlinx program mid-way through this first year, thus setting back plans for professional development. Del Mar Community College will join the project in July 1996, for the second year of the TECHlinx Project.

In order to use the TECHlinx service, users need to know it exists. Many potential users already have the knowledge needed to use the service either through traditional means (phone, mail, fax, and TDD) or through the Internet. Professional development activities and materials are necessary, but the nature of these resources will change to better reflect the varying knowledge of TECHlinx users. Early in the project, TECHlinx representatives realized that the type of professional development originally envisioned for TECHlinx, which included training on how to use the Internet as well as the TECHlinx service, was not needed by users of the service who were familiar with the Internet. Those users had available simple written instructions for accessing the TECHlinx web site. Those who have little or no experience with Internet tools need in-depth training, beyond the resources of the TECHlinx Project. However, there are other initiatives being sponsored in Texas designed to help workforce educators get up to speed in using the Internet for communication, training, and research. TECHlinx professional development sessions can reinforce what has been learned in other training programs.

Evaluation of Professional Development Component

Curricula and Training Materials

In association with professional development, it was necessary to create curricula and training materials for users of TECHlinx. The specific outcome for curricula and training materials was:

> to develop curricula and training materials, including a set of print-based training materials appropriate for on-site workshops and teleconferences; a training video appropriate for independent use or as part of on-site workshops and teleconferences; report on existing on-line Internet tutorials; and an informational pamphlet/booklet.

TECHlinx focused on strong print-based instructions and a technical assistance phone line for those just getting started. The TECHlinx web site provides links to helpful resources for new Internet users. Print materials were developed for use at conferences and other informational meetings. These materials include a brochure explaining TECHlinx and workshop handouts. These print materials were created as a supplement to training sessions and were sent out with the training video.

Tyler Junior College produced several video products for the TECHlinx Project: a promotional video, a PowerPoint presentation, a video providing a "web-page tour," and a video explaining how to access TECHlinx on the Internet. On-line information will be produced in the second year of the grant and will be targeted to better reflect users' knowledge of the Internet.

Professional Development Activities

Aside from materials that could be given to or accessed by potential users of TECHlinx, outcomes were established in regards to specific training sessions. The professional development activities outcome is:

> to conduct professional development activities reaching at least 250 persons through six on-site workshops/presentations, a statewide STARLINK teleconference, on-line tutorials if appropriate, and self-study pamphlet/booklet

TECHlinx representatives presented information and demonstrated how to use TECHlinx at three state conferences and at one STARLINK teleconference. Some of these presentations were formal sessions and others were sessions providing basic information. A total of six sessions were held for approximately 185 people:

1996 State Tech-Prep Conference
2 training sessions
March 1996
approximately 95 attended

Texas Library Association
1 training session
April 1996
approximately 27 attended

Texas Association of College Technical Educators (TACTE)
2 information sessions
April 1996
approximately 11 attended

STARLINK Teleconference
1 session
April 1996
approximately 52 attended

The TECHlinx staff discovered that on-line tutorials were not necessary as most end-users of the TECHlinx service were familiar with how the Internet works. The self-study pamphlet was not produced, but will be in the second year of the project.

STARLINK teleconference

Tyler Junior College conducted a statewide STARLINK teleconference explaining the TECHlinx service and how to use it. The teleconference (held in April 1996) consisted of taped segments and live interviews. Approximately 52 people participated in the teleconference. Unfortunately, only eight participants returned surveys which means the survey results are not a good representation of what participants thought about the STARLINK teleconference quality. This information provides only a general idea of how well the information was received. Of the eight survey respondents, half rated the session as above average or better in terms of the quality of information presented at the conference. Similarly, half rated the overall presentation of the teleconference as above average or better. Based on a five-point scale where 1 is very poor and 5 is the highest rating, the mean for both questions was 3.5.

Half of the eight STARLINK survey respondents indicated that they wanted to use TECHlinx in the next few days. The remaining half were going to wait a while. One of the four indicated that proper connections needed to be secured in order to use TECHlinx.

Several of the STARLINK survey respondents had suggestions about how to improve the session. One asked for more information about what was available through TECHlinx and another said that a discussion session might have been useful. A couple of respondents suggested ways of making it easier to understand by using less computer terminology and referring to page numbers in the handouts while speaking.

Satisfaction of Participants

Project management members indicated that the training materials and diversity of opportunities for training were beneficial. While these materials and opportunities were viewed positively, management team members also noted that the training opportunities need to be marketed. One respondent noted that potential users from schools cannot afford the time or money to attend a training session, so alternative delivery methods should be considered.

As part of the professional development evaluation, the creators of TECHlinx were also interested in learning how satisfied the participants of professional development activities were. To get that information, an evaluation instrument was specifically designed for professional development sessions (see the Appendix for a copy of that instrument). Overall, the participants of the professional development sessions were very positive about the training they received.

Evaluations for the training sessions were distributed at the two sessions held at the 1996 State Tech-Prep Conference. These evaluations were not distributed at the TACTE conferences since those meetings were mostly basic information sessions. The following results report on the professional development sessions for TECHlinx held at the state Tech-Prep convention in March 1996. A total of 95 people attended the two sessions and 63 people returned surveys.

According to the survey results, very few individuals had previously used the TECHlinx service—five individuals had used it either once or twice and one had used it more often. Most of the individuals heard about the professional development session at the Tech-Prep Conference. Other sources of information about the training session included a brochure, a friend or colleague, and TECHlinx. The details of these responses are found below in Table 2.

Table 2
Source of information about TECHlinx professional development sessions

Source	Number	Percent
Tech-Prep State Conference	43	67
Brochure	6	9
A friend or colleague	5	8
TECHlinx	4	6
Electronic mail	2	3
A high school	2	3
Office of an employer	1	2
Newspaper	1	2
TOTAL	**64**	**100%**

Effectiveness of professional development activities

Through the evaluation instrument, session participants were asked to rate the session according to how well it met objectives stated in the announcement or brochure about the training session. The mean rating for the session in terms of meeting its stated objectives was 4.1, with 56 participants answering this question. Of those, 48 individuals (or 86%) rated the session above average or better for meeting the objectives. Only three individuals assigned a below average rating to the session along this dimension. See Table 3.

Table 3
Rate the training in terms of meeting the objectives

Rating	Frequency	Percent
Highest rating (5)	15	27
Above average rating (4)	33	59
Average rating (3)	5	9
Below average rating (2)	3	5
Poorest rating (1)	0	0
TOTAL	**56**	**100%**
Mean= 4.1		

In a series of open-ended questions, respondents were asked to express their thoughts about what might have been missing from the training session or what additional training was needed. Three respondents said that they needed more time in the session. Three others recommended hands-on learning with the TECHlinx service. One individual said that the TECHlinx Clearinghouse was "self-explanatory." Another point mentioned by a few participants was the need to get the word out about TECHlinx and provide training for others not at the Tech-Prep Conference.

The majority of training session participants did not respond to the open-ended questions. Perhaps vocalizing the perspective of those who did not write any answer, two individuals said they really did not know enough about TECHlinx to decide if they needed more training or to state what that additional training might be.

Usefulness of session

Session participants rated the overall usefulness of the session. The mean rating for the session of 4.2 indicates that session participants were very satisfied with the session. Of the 62 individuals who responded to this question, 55 (or 89%) rated the session above average or better. Five individuals assigned an average rating to the session and two assigned a below average rating. Table 4 below provides more detail.

Table 4
Rate the usefulness of what you learned in this training session

Rating	Frequency	Percent
Highest rating (5)	22	36
Above average (4)	33	53
Average rating (3)	5	8
Below average rating (2)	2	3
Poorest rating (1)	0	0
TOTAL	62	100%
Mean= 4.2		

Quality of materials

Session participants were asked to rate the quality of print-based and video-training materials used in the professional development session. For both types of materials, participants were very positive about the quality of those materials. The mean rating for the quality of training materials was 4.2 for print-based materials and 4.3 for the video materials. Tables 5 and 6 below provide additional detail about these ratings.

Table 5
Rate the quality of print-based training materials

Rating	Frequency	Percent
Highest rating (5)	18	32
Above average rating (4)	31	54
Average rating (3)	7	12
Below average rating (2)	1	2
Poorest rating (1)	0	
TOTAL	**57**	**100%**
Mean= 4.2		

Table 6
Rate the quality of video training materials

Rating	Frequency	Percent
Highest rating (5)	22	45
Above average rating (4)	21	43
Average rating (3)	5	10
Below average rating (2)	0	0
Poorest rating (1)	1	2
TOTAL	**49**	**100%**
Mean= 4.3		

Preferences for training

For future reference, respondents were asked about their preferences for receiving training regarding the TECHlinx Clearinghouse. The response rate to this question was lower than for other questions (48 answered). Those who did respond indicated a preference for workshops led by a trainer or an expert (54%) or through some means of telecommunication (19%). Eight percent of the respondents preferred self-paced tools. The remaining individuals said they had no preference (19%).

Future use of TECHlinx

Following attendance at the professional development session, participants were asked when they expected to use the TECHlinx Clearinghouse service. The vast majority of respondents expected to use TECHlinx within the foreseeable future—25 people expected to use the service in the next few days and 16 in the next few weeks (see Table 7).

Table 7
How likely are you to use the TECHlinx Clearinghouse?

	Frequency	Percent
In the next few days	25	40
In the next few weeks	16	26
In a few months	6	10
When I have the right connections	11	18
I am not sure	4	7
TOTAL	62	101%

Eleven individuals (almost 20%) said their use of TECHlinx would be postponed until they had the right connections. A follow-up question on the evaluation instrument asked respondents to indicate what they needed in order to use TECHlinx. Over fifty people (52) responded to this question. Half of those respondents said they did not need anything—they were prepared to use TECHlinx. Among the remaining 50%, respondents needed hardware and/or software (12%), an account with which to access the Internet (12%), or additional training (25%).

Attenders of the training session

The individuals who attended the training session for TECHlinx at the 1996 State Tech-Prep Conference generally fell into one of three categories—administrator, counselor, or teacher (see Table 8). The majority of these individuals worked at a high school, community college, or technical college (see Table 9). These individuals came from across the state. There were individuals at the training session and STARLINK Teleconference from all but two of the Education Service Center regions. Some of the regions had more participation than others, specifically Regions VII (Kilgore), X (Richardson), XI (Ft. Worth), XIII (Austin), XVII (Lubbock), and XX (San Antonio). See Table 10 for additional details.

Table 8
I work or study in a

Rating	Frequency
High School or school district	22
Community or technical college	19
Government agency or program	3
Nonprofit organization	4
University	2
Educational Service Center	1
Business or industry	1
Other	1
TOTAL	

Table 9
My role or position is a

Rating	Frequency
Administrator or administrative staff	27
Counselor	11
Teacher, trainer, professor, instructor	9
Recruiter	2
Researcher	1
Curriculum developer	1
TOTAL	51

Table 10
Distribution of respondents by Educational Service Center Region.

Region & Headquarters	Number of Respondents	Region & Headquarters	Number of Respondents
I—Edinburg	3	XI—Ft. Worth	5
II—Corpus Christi	0	XII—Waco	5
III—Victoria	1	XIII—Austin	7
IV—Houston	4	XIV—Abilene	1
V—Beaumont	1	XV—San Angelo	0
VI—Huntsville	2	XVI—Amarillo	1
VII—Kilgore	5	XVII—Lubbock	6
VIII—Mt. Pleasant	2	XVIII—Midland	1
IX—Wichita Falls	1	XIX—El Paso	3
X—Richardson	5	XX—San Antonio	6

STRENGTHS AND WEAKNESSES OF THE TECHlinx PROJECT, YEAR 1

TECHlinx did not receive the Notice of Award from the Texas Higher Education Coordinating Board until late July 1995, a month into the project year. Personnel needed to be hired, and the process took several months. Consequently, the project did not get into full swing until the second quarter. The lead institution, Austin Community College, and its project director began work immediately and accomplished a great deal within eight months. With personnel in place and the clearinghouse established, the project expects to maintain its momentum in the second year.

The inactivity and later withdrawal of one of the partners, Laredo Community College, had a significant impact on the project. Laredo had responsibility for 40 percent of the content component and half of the professional development component. At the time of Laredo's withdrawal in April, nearly a year had elapsed. Content work, training materials, and workshops were not completed as had been expected. In Laredo's absence, Austin assumed responsibility for all of the content component. Despite this setback, Austin was able to catalog over 700 items, nearly 350 of which were Texas Perkins-funded project reports. For some of these products, Austin was able to go as far back as 1988. TECHlinx gathered local, state, national, and international resources related to workforce education. Austin also picked up half of the professional development activities. The project director created handouts, a brochure, arranged for presentations and vendor booths as conferences, and assisted with teleconference production. Austin was unable to arrange six regional workshops as stated in the project proposal. The TECHlinx management team is considering the desirability of conducting regional workshops in Year 2.

Each partner brought certain expertise to the project. Amarillo Community College project director George Mason had a strong foundation in information technology and was well prepared to handle the Internet and connectivity needs of the partners and TECHlinx users. Tyler Junior College project

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director George Wilson has a strong background in media which was useful in managing production of the teleconference, promotional video, PowerPoint presentation, and training video. Austin Community College project director Pamela Perry brought to the group a strong background in organizing information for electronic access, web page design, training, marketing, project management, and budgeting. Tyler, Amarillo, and Austin worked well together to accomplish the challenging goals set out in the proposal.

SUMMARY

The TECHlinx Technical Education Clearinghouse is a print and electronic-based information clearinghouse available through Austin Community College and through a site on the world wide web. Users can access the clearinghouse by telephone, fax, e-mail, or web site. The clearinghouse is available not only to all Texas community colleges and technical colleges, but to all Texas public education institutions. The user community is much broader than was envisioned when the project was proposed over one year ago.

Survey responses from users who are familiar with TECHlinx and who have used it more than twice rate the clearinghouse very favorably. One responded that the clearinghouse is a "comprehensive" and "well cataloged" resource. Users found it easy to access with an Internet connection. Ease of access was generally rated highly. Respondents familiar with TECHlinx identify it as a resource that has tremendous potential and that should be cultivated.

The primary weakness of TECHlinx is its lack of visibility among those who could most benefit from its use. The survey response rate was extremely low for all of the instruments used in this evaluation. This is due, in large part, to respondents' lack of knowledge about TECHlinx. Except for the management questionnaire, most survey respondents that returned their instruments indicated that they were either unfamiliar with TECHlinx, or that they had not used the product even though they had heard about it. Of the nearly fifty telephone surveys conducted, 19 respondents were familiar with the name "TECHlinx" and six had used the product at least once. Partly in response to this lack of name recognition, the TECHlinx Project mailed 400 catalogs and brochures to postsecondary workforce educators late in the first year.

In the opinion of the evaluator, the lack of knowledge about TECHlinx, while unfortunate, is not surprising in a project as new as this one. Although there was some promotional activity related to TECHlinx from January through March 1996, the TECHlinx Technical Education Clearinghouse only became available in April 1996. In order to meet year-end deadlines, the evaluation took place in May and June—leaving potential users with a time period too short for product recognition or use to be strong. Given the confidence expressed in the current management team and the high level of satisfaction with TECHlinx web site, this project should gain visibility and regular use in the 1996-97 program year. The management team will need to focus efforts on marketing to high-needs users: college faculty, counselors, advisors, librarians, and career and technical program administrators. When users such as these promote the product, students, employers, teachers, parents, state agency staff, and school and college administrators will be prompted to use the product as well.

The TECHlinx Technical Education Clearinghouse is coming together at the conclusion of Year 1. The focus of the second year will be on creating more awareness of the clearinghouse statewide, providing more training opportunities on using TECHlinx, attracting more users, and creating more dynamic products and services.

Evaluation Instruments

TECHlinx Technical Education Clearinghouse Project

Professional Development Evaluation Questionnaire—End of Session

The objective of the professional development component of TECHlinx is to design and implement professional development activities to assist all public community and technical colleges in using TECHlinx services.

Please assist the TECHlinx Clearinghouse in evaluating the quality and effectiveness of this professional development session.

1. Where did you hear about opportunities for TECHlinx professional development and training? Circle all that apply.

   a. At a college or university library
   b. At a career counseling center located at a college
   c. At a career counseling center not located at a college
   d. At a public library not located at a college
   e. At a high school
   f. At the office of an employer
   g. Electronic mail
   h. In the newspaper
   i. From a friend or colleague
   j. Through TECHlinx, including the web site
   k. From a brochure
   l. From a teacher
   m. Other source or location (describe)_______________

For items 2 through 5, circle the rating that best reflects your opinion or experience with TECHlinx. Use this rating scale:

7 = Highest or best rating
6 = Very good rating
5 = Above average rating
4 = Average rating
3 = Below average rating
2 = Poor rating
1 = Poorest rating
NA = not enough information to answer the question or it's not applicable

2. How would you rate the training in terms of meeting the objectives stated in the announcement or brochure?

   1 2 3 4 5 6 7 NA

3. How would you rate the usefulness of what you learned in this training session?

   1 2 3 4 5 6 7 NA

4. How would you rate the quality of print-based training materials?

   1 2 3 4 5 6 7 NA

5. How would you rate the quality of video training materials?

   1 2 3 4 5 6 7 NA

6. Now that you have had some training, how likely are you to use the TECHlinx Clearinghouse? Circle the best response.

   a. I want to use TECHlinx in the next few days.
   b. I may use TECHlinx in the next few weeks.
   c. It will be a few months before I use TECHlinx.
   d. I will use TECHlinx when I have the right connections.
   e. I am not sure when I will use TECHlinx.

over

7. What, if anything, was missing from the professional development training you received?

____

____

____

8. What changes would you recommend to *improve access* to professional development for TECHlinx?

____

____

____

9. What additional training would you recommend for TECHlinx?

____

____

____

10. What do you need now to go ahead and use TECHlinx? Circle the letters of all that apply.

   a. Nothing. I can use TECHlinx now if I need to.
   b. I need hardware and/or software.
   c. I need an account to log on.
   d. I need more training.
   e. Other ______________________________

11. How do you prefer to get professional development and training?

   a. I prefer to attend a workshop or training session led by a trainer or expert.
   b. I prefer to get training through telecommunication such as Internet, distance learning via satellite, interactive television, etc.
   c. I prefer self-paced development tools that I can use on my own such as workbooks and videos.
   d. I do not have a preference.

12. Tell us about yourself. Check **all that apply** in column A and column B.

A. I work or study in a

_____ University
_____ Community or technical college
_____ High school
_____ Regional education service center
_____ Government agency or program
_____ Business or industry
_____ Nonprofit organization
_____ Other ____________________

B. My role or position is a

_____ Librarian
_____ Administrator or administrative staff
_____ Curriculum developer
_____ Counselor
_____ Teacher, trainer, professor, instructor
_____ Student
_____ Parent
_____ Recruiter
_____ Other ____________________

13. About how many times have you personally used TECHlinx since January 1, 1996? _____

14. What is your ZIP code? _______________

email: pperry@austin.cc.tx.us   Web address: http://www.techlinx.org/techlinx

TECHlinx Technical Education Clearinghouse Project Evaluation Questionnaire

The objective of TECHlinx is to develop and maintain a clearinghouse of information about resources for workforce education. Please assist the TECHlinx Clearinghouse in evaluating its effectiveness.

1. Are you familiar with the TECHlinx Technical Education Clearinghouse?

   a. Yes
   b. No

If your answer is "yes," please continue.

2. Where did you hear about the TECHlinx Technical Education Clearinghouse? Circle all the letters that apply.

   a. At a conference
   b. From a colleague or a friend
   c. From a teleconference
   d. From information provided by the Tech-Prep consortium
   e. From information on the World Wide Web
   f. By electronic mail
   g. At a workshop
   h. In an article or newsletter
   i. In a library
   j. Other____________

3. Have you ever used TECHlinx Clearinghouse products or services?

   a. Yes
   b. No

If your answer is "yes," please continue.

4. How did you access the TECHlinx clearinghouse?

   a. Web page
   b. Electronic mail
   c. In person
   d. Phone
   e. Fax
   f. Printed catalog
   g. Other ____________________

5. Where did you access the TECHlinx Clearinghouse?

   a. Your office
   b. Library
   c. High school
   d. Computer lab
   e. Counseling office or center
   f. At home
   g. Other ____________________

For the items below that request a rating, use a rating scale where 7 is the very highest rating and 1 is the very lowest rating. NA means that you don't have enough information to make a rating.

6. Rate the ease of access to TECHlinx products and services.

   1 2 3 4 5 6 7 NA

7. Rate the ease of use of TECHlinx products and services.

   1 2 3 4 5 6 7 NA

8. Did you find the information you needed?

   a. Yes
   b. No

over

9. How would you rate the quality of the information in the TECHlinx Clearinghouse?

1 2 3 4 5 6 7 NA

10. Did you request materials from TECHlinx?

a. Yes
b. No

11. How would you rate the usefulness of the TECHlinx materials?

1 2 3 4 5 6 7 NA

12. Describe your experience with technical assistance to access TECHlinx?

a. I have not had technical assistance
b. I got technical assistance from an on-line tutorial
c. I got technical assistance by phone
d. I got technical assistance through electronic mail
e. I got technical assistance through printed materials
f. I got technical assistance in the following way ______________________________

13. How would you rate the quality of technical assistance you received?

1 2 3 4 5 6 7 NA

14. Did you attend a training presentation or workshop for TECHlinx?

a. Yes
b. No

15. How would you rate the quality of the training workshop or presentation?

1 2 3 4 5 6 7 NA

16. Was the training you received sufficient?

a. Yes
b. No

17. Are there any obstacles that keep you from using TECHlinx effectively? ________ Please describe.

____

____

18. What other kinds of materials would you like TECHlinx to offer?

____

____

19. What changes would you recommend to make TECHlinx easier to use or easier to connect to?

____

____

20. What changes would you recommend to improve the quality of training for TECHlinx?

____

____

21. Tell us about yourself:

Check **all that apply** in Column A **and** Column B.

A. I work or study in a

_____ University
_____ Community or technical college
_____ High school
_____ Regional education service center
_____ Government agency or program
_____ Business or industry
_____ Nonprofit organization
_____ Other ____________________

B. My role or position is a

_____ Librarian
_____ Administrator or administrative staff
_____ Curriculum developer
_____ Counselor
_____ Teacher, trainer, professor, instructor
_____ Student
_____ Parent
_____ Recruiter
_____ Other ____________________

22. About how many times have you used TECHlinx since January 1, 1996?________

23. What is your ZIP code?________

Thank you for completing this questionnaire. Please give it to the trainer or workshop presenter before you leave or mail it to:

TECHlinx Project
Austin Community College – Pinnacle
7748 Highway 290 West
Austin, Texas 78736

TECHLinx Technical Education Clearinghouse Project

Telephone Interview Protocol

My name is ____. I am calling from the Texas Center for Educational Research. Our organization is conducting brief telephone interviews with people who may have used the TECHLinx Clearinghouse of information on work force education. This interview is part of the overall evaluation of the TECHLinx Clearinghouse project.

1. Are you familiar with the name "TECHLinx Clearinghouse"?

   If "yes," then proceed. If "no," then end the call.

2. Have you ever used TECHLinx products or services?

   If "yes," than proceed. If "no," then end the call.

This interview will take about five minutes. Is this a good time to conduct the interview? [When may I call back to conduct the interview?]

The objective of TECHLinx is to link information on work force education with individuals and institutions that are charged with building and improving the Texas work force development system.

3. Where did you first hear about the TECHLinx Clearinghouse?__________

4. About how often have you used TECHLinx in the past six months?__________

5. How often have you used TECHLinx in the past two weeks?__________

6. Where have you seen information or material promoting TECHLinx? Name all the places that come to mind.

   a. Conference
   b. Colleague or friend
   c. Teleconference
   d. Information from Tech-Prep
   e. WWW
   f. E-mail
   g. Workshop
   h. Article or newsletter
   i. Library
   j. Other ______________________________

7. On a scale of 7 to 1, where 7 is highest, how would you rate the ease of access to TECHLinx? __________

8. On a scale of 7 to 1, how would you rate the ease of use of TECHLinx? __________

9. Did you get the information you needed from TECHLinx? __________

10. On a scale of 7 to 1, how would you rate the quality of information you received? __________

11. Did you request print copies of materials from TECHLinx? __________

12. On a scale of 7 to 1, how would you rate the usefulness of thse materials? __________

13. How would you rate any technical assistance you have had for TECHLinx? __________

14. How would you rate professional development or training you have had for TECHLinx? __________

over

The following two questions call for a "yes" or "no" answer. If you are not sure or don't know, just indicate that and we will move to the next question.

15. Was TECHLinx organized in a way that was useful to you?

    a. Yes
    b. No
    c. I am not sure/don't know

16. Did you find the information you needed?

    a. Yes
    b. No
    c. I am not sure/don't know

The next four questions ask you for suggestions for improving TECHLinx.

17. What changes would you recommend to improve the contents of the TECHLinx Clearinghouse?

____

____

____

18. What changes would you recommend to make TECHLinx easier to use or easier to connect to?

____

____

____

19. What changes would you recommend to improve the quality of technical assistance for TECHLinx?

____

____

____

20. What changes would you recommend to improve the quality of professional development for TECHLinx?

____

____

____

over

The last three questions will conclude the survey.

21. Tell us about yourself. Check all that apply in column A and column B.

A. I work or study in a

____ University
____ Community or technical college
____ High school
____ Regional education service center
____ Government agency or program
____ Business or industry
____ Nonprofit organization
____ Other ______________________

B. My role or position is a

____ Librarian
____ Administrator or administrative staff
____ Curriculum developer
____ Counselor
____ Teacher, trainer, professor, instructor
____ Student
____ Parent
____ Recruiter
____ Other ______________________

22. About how many times have you personally used TECHLinx since January 1, 1996? ________

23. What is your zip code? ____________

Thank you very much for participating in this survey. The information you have provided will be used to improve the TECHLinx system.

Interviewer: Use the contact sheet to answer these questions.

24. Date of interview ____________

25. Length of interview ____________ minutes

26. Respondent's name ________________________

27. Respondent's telephone________________________

28. Interviewer initials ____________

29. Other information ____________

TECHlinx Technical Education Clearinghouse Project

Web Site Questionnaire

The objective of TECHlinx is to develop and maintain a clearinghouse of information resources for work force education. Please assist the TECHlinx Clearinghouse in evaluating its quality and effectiveness.

1. Circle the letter before the places where you have accessed TECHlinx services.
   a. Library
   b. Counseling center
   c. High school
   d. Employer's office
   e. At home (on the Internet)
   f. Other location (describe) ______________________________

2. Rate the ease of access to TECHlinx using a scale of 1 to 7 where 7 is the highest rating. __________

3. Rate the ease of use of TECHlinx using a scale of 1 to 7 where 7 is the highest rating. __________

4. Did you get the information you needed (yes or no)? __________

5. Is the TECHlinx web page up-to-date each time you use it?
   a. Yes, it is always up-to-date.
   b. No. Sometimes it is out-of-date.
   c. No. It is usually out-of-date.
   d. I am not sure.

6. What changes would you recommend to improve or enhance the contents of the TECHlinx Clearinghouse?

7. What changes would you recommend to improve ease of use of the TECHlinx Clearinghouse?

8. Tell us about yourself. Check **all that apply** in column A and column B.

   A. I work or study in a
   _____ University
   _____ Community or technical college
   _____ High school
   _____ Regional education service center
   _____ Government agency or program
   _____ Business or industry
   _____ Nonprofit organization
   _____ Other ______________________

   B. My role or position is a
   _____ Librarian
   _____ Administrator or administrative staff
   _____ Curriculum developer
   _____ Counselor
   _____ Teacher, trainer, professor, instructor
   _____ Student
   _____ Parent
   _____ Recruiter
   _____ Other ______________________

9. About how many times have you personally used TECHlinx since January 1, 1996? _____

10. What is your ZIP code? ____________

TECHlinx Technical Education Clearinghouse
email: pperry@austin.cc.tx.us Web address: http://www.techlinx.org/techlinx

TECHLinx Technical Education Clearinghouse Project Web Site Questionnaire

The objective of TECHLINX is to develop and maintain a clearinghouse of information about resources for workforce education. Please assist the TECHLinx Clearinghouse in evaluating its effectiveness.

1. Select the places where you have accessed TECHLinx services.

☐ Library
☐ Counseling center
☐ High school
☐ Employer's office
☐ Home (on the Internet)

Other location (describe) ☐

For items 2 through 4, select the rating that best reflects your opinion or experience with TECHLINX.

2. How would you rate the ease of access to TECHLINX?

○ Highest or best
○ Very good
○ Above average
○ Average
○ Below average
○ Poor
○ Poorest

3. How would you rate the ease of use of TECHLinx?

○ Highest or best
○ Very good
○ Above average
○ Average
○ Below average
○ Poor
○ Poorest

4. How would you rate the quality of information available in the TECHLinx Clearinghouse?

○ Highest or best

○ Very good
○ Above average
○ Average
○ Below average
○ Poor
○ Poorest

5. Is the TECHLinx web page up to date each time you access it?

○ Yes. It is always up to date.
○ No. Sometimes it is out of date.
○ No. It is usually out of date.
○ I am not sure.

6. Have you received technical assistance for the TECHLinx Clearinghouse?

○ Yes
○ No, but I expect to use technical assistance in the future.
○ No, and I do not expect to use technical assistance in the future.
○ I was not aware that technical assistance for TECHLinx was available.

7. Have you had TECHLinx professional development?

○ Yes
○ No, but I would like to have TECHLinx professional development in the future.
○ No, and I do not think I will need TECHLinx professional development.
○ I was not aware that professional development for TECHLinx was available

8. What changes would you recommend to improve or enhance the contents of the TECHLinx Clearinghouse?

9. What changes would you recommend to improve ease of use of the TECHLinx Clearinghouse?

10. Tell us about yourself. Select all that apply

A. I work or study in a

☐ University

☐ Community or technical college
☐ High school
☐ Regional education service center
☐ Government agency or program
☐ Business or industry
☐ Nonprofit organization
Other

B. My role or position is a

☐ Librarian
☐ Administrator or administrative staff
☐ Curriculum developer
☐ Counselor
☐ Teacher, trainer, professor, instructor
☐ Student
☐ Parent
Other

11. About how many times have you personally used TECHLinx since January 1, 1996?

12. What is your zip code?

Submit Form

TECHlinx Technical Education Clearinghouse Project

Management Evaluation Questionnaire

The objective of the management component of TECHlinx is to manage all aspects of the TECHlinx project, including development of a three-year plan for connection of Texas public community and technical colleges to state, national, and international resources for technical education. Please assist the TECHlinx Clearinghouse in evaluating the quality and effectiveness of its management component.

For items 1 through 5, circle the rating that best reflects your opinion or experience with the TECHlinx Project. Use this rating scale:

7 = Always
6 = Most of the time
5 = Frequently
4 = About half of the time
3 = Less than half of the time
2 = Seldom
1 = Did not occur
NA = Do not have enough information to answer the question

If you do not have enough information to answer a question, do not mark the rating scale.

1. How often were deadlines met?

   1 2 3 4 5 6 7 NA

2. How often did reports, products, and activities meet the project requirements?

   1 2 3 4 5 6 7 NA

3. How often were project activities conducted within budget?

   1 2 3 4 5 6 7 NA

4. To what extent did the consortium institutions collaborate?

   1 2 3 4 5 6 7 NA

5. To what extent were project objectives achieved?

   1 2 3 4 5 6 7 NA

6. How would you characterize TECHlinx efforts to market and publicize itself? Circle the letters of all answers that apply.

   a. Marketing efforts have been strong
   b. Marketing efforts have been at the expected level for the first year of a project
   c. Marketing efforts have been modest
   d. Marketing efforts have been inconsistent
   e. Marketing efforts got off to a slow start
   f. Marketing efforts have been weak
   g. Marketing has not occurred

7. Briefly list or describe the strengths of the overall TECHlinx Project.

over

8. What is the strength of the management component?

9. What is the strength of the clearinghouse in terms of its contents?

10. What is the strength of the clearinghouse in terms of connecting all Texas public community colleges and technical colleges to print and electronic materials for technical education?

11. What is the strength of technical assistance offered to TECHlinx users?

12. What is the strength of the professional development activities offered to TECHlinx users?

13. Briefly list or describe the weaknesses of the overall TECHlinx Project.

14. What is the weakness of the management component?

15. What is the weakness of the clearinghouse in terms of its contents?

over

16. What is the weakness of the clearinghouse in terms of connecting all Texas public community colleges and technical colleges to print and electronic materials for technical education?

17. What is the weakness of technical assistance offered to TECHlinx users?

18. What is the weakness of the professional development activities offered to TECHlinx users?

19. What would you recommend to improve TECHlinx or resolve any problems it has had?

20. What suggestions for future directions for TECHlinx can you make?

21. Tell us about yourself. Check **all that apply** in column A and column B.

A. I work or study in a

_____ University
_____ Community or technical college
_____ High school
_____ Regional education service center
_____ Government agency or program
_____ Business or industry
_____ Nonprofit organization
_____ Other ______________________

B. My role or position is a

_____ Librarian
_____ Administrator or administrative staff
_____ Curriculum developer
_____ Counselor
_____ Teacher, trainer, professor, instructor
_____ Student
_____ Parent
_____ Recruiter
_____ Other ______________________

22. About how many times have you personally used TECHlinx since January 1, 1996? _____

23. What is your ZIP code? ______________

TECHlinx Technical Education Clearinghouse
email: pperry@austin.cc.tx.us
Web address: http://www.techlinx.org/techlinx

TECHlinx Technical Education Clearinghouse Project

Please help the TECHlinx Clearinghouse evaluate its services by completing and returning this self-mailing form.

1. Was your request answered promptly? ☐ yes ☐ no

2. Did you get the information you specified? ☐ yes ☐ no

3. Rate the overall **quality** of the information you received, where "7" on the scale indicates very high quality and "1" on the scale indicates very poor quality.

   1 2 3 4 5 6 7

4. Rate the **usefulness** of the information you received, where "7" on the scale indicates extremely useful and "1" on the scale indicates useless.

   1 2 3 4 5 6 7

5. Have you used the TECHlinx Clearinghouse before? ☐ yes ☐ no

6. Will you use the TECHlinx Clearinghouse again? ☐ yes ☐ no

7. How did you hear about the TECHlinx Clearinghouse? Circle all that apply.

   a. At a college or university library
   b. At a career counseling center at a college or university
   c. At a career counseling center not located at a college or university
   d. At a public library
   e. At a high school
   f. At the office of an employer
   g. On electronic mail
   h. In the newspaper
   i. From a friend or colleague
   j. From a conference
   k. From a brochure that came in the mail
   l. From a teacher or professor
   m. Other source or location (describe)______________________

8. Tell us about yourself. Check **all that apply** in column A and column B.

   A. I work or study in a

   _____ University
   _____ Community or technical college
   _____ High school
   _____ Regional education service center
   _____ Government agency or program
   _____ Business or industry
   _____ Nonprofit organization
   _____ Other ______________________________

   B. My role or position is a

   _____ Librarian
   _____ Administrator or administrative staff
   _____ Curriculum developer
   _____ Counselor
   _____ Teacher, trainer, professor, instructor
   _____ Student
   _____ Parent
   _____ Recruiter
   _____ Other ______________________________

9. About how many times have you personally used TECHlinx since January 1, 1996? _____

10. What is your ZIP code? _______________

Thank you for completing this survey. Please fold on the lines indicated, tape to secure, and mail. You may fax the survey to 512-301-2689.

TECHlinx Technical Education Clearinghouse
email: pperry@austin.cc.tx.us Web address: http://www.techlinx.org/techlinx

TECHlinx Project
ACC-Pinnacle Campus
7748 Highway 290 West
Austin, Texas 78736

PLACE
FIRST CLASS
STAMP
HERE

TECHlinx Project
ACC-Pinnacle Campus
7748 Highway 290 West
Austin, Texas 78736

Evaluation Plan

TECHlinx Project Evaluation

Overview

Evaluation activities are being conducted in conjunction with the Texas Center for Educational Research (TCER), TECHlinx Project Management Team and TECHlinx Evaluation Advisory Committee. The TECHlinx project will be evaluated using a variety of instruments prepared by TCER and approved by the Evaluation Advisory Committee and Project Management Team.

Instruments

1. **Professional Development Evaluation**: This survey is designed to asses the effectiveness of the training sessions and determine what improvements can be made to the program. The survey is to be distributed at the end of each training session and returned on site or by mail to TECHlinx.
2. **Materials Evaluation:** This survey is designed to rate the quality and appropriateness of materials sent in response to an information request. The survey accompanies any orders for materials fulfilled by the TECHlinx staff.
3. **Internet Web Page Evaluation:** The web page survey is designed to assess the quality of information available from the TECHlinx web site and the ease of access TECHlinx products and services from the web site. The web page survey is accessible from the TECHlinx web site and may be completed by anyone visiting that site.
4. **STARLINK Teleconference Evaluation:** In addition to the evaluation form supplied by STARLINK, TECHlinx will include an evaluation form in the print packets provided at each downlink site. The teleconference survey will assess the usefulness of the information provided in the teleconference and whether enough technical training was provided.
5. **End of Project Year Evaluation:** An evaluation form will be sent to a random sample of TECHlinx's targeted audience to assess the effectiveness of marketing and professional development activities in creating an awareness of TECHlinx. Names will be drawn randomly from conference attendees and membership directories of such groups as TACTE, TACE, TLA and others.
6. **Telephone Interviews:** The telephone survey format is designed to measure the overall effectiveness of professional development activities, technical assistance, accessibility, and quality of TECHlinx products and services. The TCER staff will call a random sampling of conference attendees and other targeted groups.
7. **Mangement Evaluation:** The management survey will be sent to all members of the Project Mangement Team and Project Advisory Committees. The survey is designed to assess the effectiveness of leadership and management for the overall project.

TECHlinx Project Evaluation Components

Component:	**Management**
Lead:	Austin Community College
Objective:	To provide leadership and direction to the project and to assure that all TECHlinx partner institutions achieve objectives set forth in the grant.
Evaluation Tool:	Questionnaire to Management Team, Advisory Committee.

Management Activities:

- Provide leadership to project.
- Establish Project Management Team and Advisory System.
- Project monitoring, reporting and evaluation.
- Market TECHlinx products and services.
- Develop plan for connecting all Texas public colleges to state, national and international resources pertinent to Texas workforce education.
- Develop plan for long-term self-sufficiency.

Component:	**Connectivity**
Lead:	Amarillo College
Objective:	To design, implement and evaluate effective methods, for connecting all Texas public community and technical colleges both electronically and via more standard means of communication , to resources for workforce education.
Evaluation Tool:	Questionnaire to end-users, web page survey.

Connectivity Activities:

- Develop system for accessing TECHlinx products and services and linking users to state, national and international resources via an Internet World Wide Web site.
- Provide equal access to TECHlinx products and services via telephone, e-mail, mail and fax communication.

TECHlinx Project Evaluation Components

Component: Technical Assistance

Lead: Amarillo College
Support: Tyler Junior College

Objective: To provide technical assistance to aid all public community and technical colleges in connecting to and using TECHlinx services, both electronic and print.

Evaluation Tool: Questionnaire to TECHlinx end-users, web page survey(?)

Technical Assistance Activities:

- Develop and implement a plan for ongoing technical assistance for TECHlinx end-users provided via e-mail, phone, fax, mail and other methods as appropriate.
- Provide ongoing technical assistance to TECHlinx consortium colleges.

Component: Professional Development

Co-lead: Laredo Community College
Tyler Junior College

Objective: To design and conduct professional development activities to assist all Texas public and community colleges in using TECHlinx services.

Evaluation Tool: Questionnaire to workshop and teleconference attendees, and cross-section of end-users.

Professional Development Activities:

- Design curricula and materials for training individuals for electronic access to TECHlinx.
- Develop and implement end-user and train-the-trainer programs through on-site workshops, statewide STARLINK teleconference, on-line tutorials, instructional video, self-study pamphlet/booklet.
- Develop and implement a marketing program to publicize training opportunities.

TECHlinx Project Evaluation Components

Component:	**Content**
Lead:	Austin Community College
Support:	Laredo Community College
Objective:	To identify, acquire, evaluate, and catalog materials concerning any aspect of technical education which is reasonably necessary for a responsive workforce education system, including Texas Perkins-funded postsecondary projects and reports.
Evaluation Tool:	Questionnaire to TECHlinx end-users, survey form sent with requested materials, web page survey.

Overall Evaluation:

Lead:	TCER (Catherine Clark)
Evaluation Tools:	Questionnaires, phone survey, possible survey by e-mail or web page.

Content Activities:

- Identify and collect all Texas Perkins-funded postsecondary project products and reports since July 1990.
- Establish standards for indexing, analyzing, and abstracting materials.
- Identify and provide access to state, national and international resources related to workforce education.
- Produce and disseminate a catalog of clearinghouse materials.

Proposed time line for evaluation activities

Date	Activities
January - February 1996	• Evaluation Advisory Committee meets. • Discuss procedures for electronic evaluation tools. • Identify individuals and groups to receive evaluations, including members of all teams and advisory groups.
February 1996	• Prepare final forms of questionnaires. • Provide copies to Partner institutions for implementation.
March - April 1996	• TECHlinx Management Team finalizes distribution lists. • TCER and project management team distribute questionnaires.
April - May 1996	• TCER accepts, compiles and analyzes information.
May 1996	• TCER prepares draft evaluation report for the Evaluation Advisory Committee and Project Management Team.

THE TEXAS CENTER FOR EDUCATIONAL RESEARCH

The Texas Center for Educational Research (TCER) conducts and communicates nonpartisan research on education issues in order to serve as an independent resource for those who make or influence education policy in Texas. TCER frequently works in partnership with other research organizations to enhance the quality of Texas education by promoting the free interchange of research and information. Partnerships also permit TCER to conduct research studies and evaluations with state agencies, universities, and other education organizations.

THE RESEARCH AGENDA

TCER has a research agenda that focuses inquiry on four critical areas of public education in Texas:

Economics of Education

This area of inquiry includes studies of educational productivity, cost-effectiveness studies, and studies of the relationship between resource levels and campus and district performance.

Educational Finance

TCER conducts studies of revenue, taxation, and state aid for public education. Studies of school finance equity and adequacy also fall within the TCER research program.

Governance and Management

This area of inquiry includes studies of public educational organization, including studies of innovative approaches to school and district governance. Studies of the roles of schools and districts in budgeting, administration, and instruction also fall within this area of the research program.

Teaching and Learning

Studies of curriculum policy, teaching methodology, student achievement, effectiveness of special programs, and organization of the school day and year fall within this area of the research agenda.

TCER RESEARCH SERVICES AND PRODUCTS

Research and Evaluation

TCER provides research and evaluation services to school districts, state agencies, and nonprofit education organizations. TCER staff can tailor research projects in any area of the research agenda to the unique needs of an individual school district or organization. TCER prepares reports and presentations that permit educators to use the research findings to improve educational programs and school district activities. Call Catherine Clark, 800-580-8237, to discuss TCER's research capabilities.

Publications

TCER has developed an annual subscription service that provides four research reports and a quarterly newsletter focused on important subjects such as charter schools, school finance, programs for low-achieving students, and school choice policies. This package of publications is available for $50 per year. Call TCER, 800-580-8237, or complete the attached order form and mail it to TCER to start your subscription.

In addition to the annual subscription service, TCER offers a variety of reports and surveys on important topics in Texas public education. A brochure listing available reports and papers can be obtained by calling 800-580-8237.

Presentations

TCER staff is available to present the findings of the best current research and evaluation to school boards, educator groups, and other organizations interested in improving public education. Recent presentation topics include school finance, school choice, the role of the school board in instructional program evaluation, and a review of the condition of Texas public education. Call Catherine Clark, 800-580-8237, to arrange for a presentation or a training session.

Technical Assistance

TCER staff will search for information, analyze data, or suggest approaches for schools and districts to use in conducting evaluations, surveys, and needs assessmants.

TCER BOARD OF TRUSTEES

A 15-member board of trustees governs the Texas Center for Educational Research.

Five appointments by the president of the Texas Association of School Boards:

Byron Black, Burleson
Barbara F. Coleman, El Paso
William N. Kirby, Austin
Ken Lloyd, Spring Branch
Janis Petronis, Stephenville

Five appointments by the president of the Texas Association of School Administrators:

Bill Allaway, Austin
Roy Benavides, Austin
H. John Fuller, Wylie
John Horn, Mesquite
Leonard Merrell, Katy

Five appointments by the chair of the State Board of Education:

Kathy Armstrong, Austin
Iris Carl, Houston
Beverly Parker, Port Arthur
William Sparkman, Lubbock
Jack Strong, Austin

Catherine P. Clark, Ph.D., serves as program director.

Texas Center for Educational Research
P.O. Box 2947, Austin, Texas 78768-2947
800-580-TCER or 512-467-3596
Fax 512-467-3618

TEXAS CENTER FOR EDUCATIONAL RESEARCH

TCER

1995-1996

Management Component

Project Staff

Advisory System

Marketing & Promotion

Project Staff

Technical
Education
Clearinghouse

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TECHlinx Project Management Team and Staff

Key Personnel	Contact Information
Austin Community College TECHlinx Project Director: Pamela Perry Department Secretary: Martha Castillo Reference Librarian: Jane Anaejionu Reference Librarian: Sheela Raghavendran	TECHlinx Austin Community College Pinnacle Campus 7748 Hwy. 290W Austin, TX 78736 phone: (512)223-8402 fax: (512)301-2689 e-mail: pperry@austin.cc.tx.us
Amarillo College TECHlinx Project Director: George Mason Technical Assistant: Mike Cole	Office of Information Technology Services Amarillo College PO BOX 447 Amarillo, TX 79178 phone: (806)371-5151 fax: (806)371-5370 e-mail: gemason@actx.edu
Laredo Community College (withdrew) TECHlinx Project Director: Alma Hernandez Prof. Development Coord.: Joycelyn Claer	Laredo Community College West End Washington Street Laredo, TX 78040 phone: (210)721-5830 fax: (210)721-5103 e-mail: alh@icsi.net
Tyler Junior College TECHlinx Project Director: George Wilson A/V Coordinator: Jim Gable	Tyler Junior College PO BOX 9020 Tyler, TX 75711 phone: (903) 510-2303 fax: (903)510-2339 e-mail: gwil@tjc.tyler.cc.tx.us

Job Descriptions

Job Description: TECHlinx Project Director

The TECHlinx Project Director is responsible for planning, implementing, managing, coordinating, evaluating and ensuring the success of the TECHlinx Technical Education Clearinghouse. The Project Director is responsible for overseeing and participating in the collection, packaging, cataloging and dissemination of Texas Perkins project products and reports, and in identifying state, national, and international information related to technical education. Project Director will serve in an advisory capacity to the partner colleges.

Job Description: Librarian, TECHlinx Project

Librarian responsibilities include: to locate, evaluate, and acquire content materials relating to workforce education, tech-prep, and other areas relevant to TECHlinx; organize, summarize, and create records of materials to be disseminated by TECHlinx; research information and respond to individual reference requests; implement system of materials retrieval for Perkins and other products of TECHlinx; and assist in administrative duties as needed.

Job Description: Content Advisor, TECHlinx Project

Content Advisor responsibilities include: identifying sources of information on workforce education, tech-prep, and other content areas relevant to TECHlinx; developing strategies for acquiring and organizing technical materials; assist in developing methods of organizing, describing, and packaging content materials; and advice in creating catalog and other informational items relating to TECHlinx materials dissemination.

Job Description: Technical Staff Assistant III, TECHlinx Project

Technical Staff Assistant responsibilities include: identify, annotate, and make records of Perkins and other related materials on workforce education, tech-prep, and other content areas relevant to TECHlinx; download records into the TECHlinx reference database.

Job Description: Administrative Secretary, TECHlinx Project

Administrative Secretary is responsible for the day to day operation of the TECHlinx office. Assists the project director in scheduling project meetings and workshops. Monitors all purchase requisitions, expense vouchers, monthly mileage reports, processes petty cash requests. Monitors and balances budget for project, distributes monthly AMO's and makes recommendations regarding budgetary expenditures. Maintains office files on budget, in-house files, customer communication, communication with partner colleges.

Advisory System

TECHlinx Project Advisory Committee Membership

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TECHlink Project Advisory Committee
Meeting Schedule

October 21, 1995	Austin Community College 10:30-12:00 PM
December 5, 1995	Austin Community College 10:30-2:30 PM
February 26-March 1, 1996	'Virtual" Meeting via e-mail, list service
May 3, 1996	Austin Community College 10:30-12:30

TECHLynx

10/19/95
1:00 PM
Austin Community College
District Office
5930 Middle Fiskville Road
Austin, TX 78752
Room 425

Type of meeting:	Project Team	**Note taker:**	Jane Aneajionu
Facilitator:	Pamela Perry		

Attendees: ACC- Julie Todaro, Jeanette Mosey, Nancy Glass, Barbara Selke-Kearn, Pamela Perry, Jane Anaejionu, Sheela Raghavendran. LCC - Alma Hernandez, TJC- George Wilson, AC - George Mason, External Evaluator - Catherine Clark

Please read:

Please bring:

----- Agenda Topics -----

1. Introductions	Pamela	1:00-1:10 PM
2. Project Progress to date	All	1:10-1:40 PM
3. Name Change/Logo	Pamela	1:40-1:50 PM
4. Project time line	Pamela	1:50-2:20 PM
5. Break		2:20-2:30 PM
6. Brainstorm on where to present, prof development and marketing of TECHlynx	Julie	2:30-3:00 PM
7. Advisory, Technical and End-User Committee makeup, meeting schedule etc.	All	3:00-3:30 PM
8. Discuss advisory meeting for 10/20	Pamela	3:30-4:00 PM
9. Issues, concerns, suggestions for improved cooperation among partners	Pamela	4:00-4:30PM
10. Evaluation - begin discussion	?	4:30-5:00 PM
11. Break - check in to hotel		5:00-6:00 PM
12. Dinner - over dinner, we'll plan to discuss specific activities related to content, technical support, connectivity and professional development		6:30-8:00 PM
13. misc		

Other information

TECHLynx

10/20/95
8:30 AM to 12:00 PM
Austin Community College
District Office
5930 Middle Fiskville Road
Austin, TX 78752
Room 542

Type of meeting: Project Team **Note taker:** Jane Anaejionu

Facilitator: Pamela Perry

Attendees: see 10/19

----- Agenda Topics -----

1.	Review tasks, time-line	All	8:30-9:00 AM
2.	Project Evaluation	Catherine Clark	9:00-9:30 AM
3.	Discuss Evaluation	All	9:30-9:50 AM
4.	Break	All	9:50-10:00 AM
5.	Advisory Group Meeting	Pamela	10:00-12:00 PM
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Other information

Observers:

Special notes:

Notes
Techlinx meeting
10/19-20

Thursday- 10/19

Project Progress to date- all

Tyler - George Wilson
Looking to hire replacement for project director.

Amarillo - George Mason
Web server up and running, changing to Sun system w/solaris. Web page is up. Hiring technical assistant. Planning listserv, gopher, ftp in the future.

Laredo - Alma Hernandez
Posted for pt conten and pt professional development staff. Attended TACTE. Access to internet is forthcoming. Will work with ACC to divide up content search.

Austin - Pamela Perry
Met with Ron Curry - THECB Staff Advisor. Collected first round of Perkins materials from THECB. Met with NCRVE. Attended Texas Association of Technical Educators Conference to promote TECHlinx. Made contact with potential members of advisory committee.

Name Change - all

All agreed to change the name of the clearinghouse to TECHlinx due to conflict with lynx text web browser.

Compliance issues - Barbara Selke-Kern - ACC

Barbara distributed RFP and submission materials packet from THECB and made several points.

- Grant money is federal money.
- Only one advisory committee for the entire project is needed.
- Time and effort reports must be kept for all personnel working on the grant whether for pay or in-kind. - each director should check with institution to find out policy and what form to use. These will remain at individual colleges in case of audit.
- Julie Todaro suggested attaching an 'accomplishments' report to the form.

BEST COPY AVAILABLE

- keep track of in-kind contributions if possible.
- Must deliver on schedule or could face reduction in or loss of funding.
- Statement of assurances and provisions were missing from the grant for Laredo, Amarillo and Tyler. Make sure you have these available at your institution.
- Final expenditure reports should be completed by someone in each institutions's business office.
- Keep employee assignments and time records in case of audit.
- Laredo and Tyler should take note of what professional development materials and activities can and cannot be charged for under the provisions of the grant.
- We can charge for TECHlinx products, but cannot charge fees for teleconference (only downlink sites may)
- Records must be retained for five years.

Time line through January 15

Pamela - ACC

- Will form project advisory and technical advisory committees and arrange for first meeting.
- Hire secretary, set up offices
- Help develop web page and links
- Set up database template and Create pilot database
- Create standards for organizing and retrieving materials
- Solicit copies of materials from various institutions around the state
- Search state and national resources for inclusion in database

Alm - LCC

- Hire and train pt content and prof devel. staff
- Will divide research of topics with ACC
- Begin working with materials for prof. development
- Make arrangements for prof development training sites and conferences to attend.

George M. - Amarillo

- Determine connectivity to web server
- set-up listserve
- develop home page for internet
- develop e-mail / feedback mechanism on web page
- Hire technical assistant

PROMOTION:

What conferences?
TATE/TASCD - November (pam will give flyer to George W.)
Workforce Development Conference
Assn of High School principals
TASB-
TJCTA- Feb (Pam will get us in)
AECT (feb)
TLA- April
TEA- Career and technical educators - midwinter- january
ALA- midwinter in San Antionio - partner with library school
American Vocational Association

What other avenues?
CULD newsletter
web page
municipal league
teleconference
direct mail
conferences - exhibits, presentations, networking, program inserts, co-sponsors
other clearinghouses - AACC, NCRVE, Literary
databases - ERIC
publications - ads, listservs, articles

distribution channels
state publications clearinghouse
TEA - regional service centers
public libraries
library schools
professional development sections - at comm college libraries

Advisory - Higher ed areas to get reps

URG- El Paso
WT - West Texas
UET- Tyler
MP- DCCD
SET-
NWT
have - Central, High Plains, ST, Gulf Coast

Future meeting dates

Project Advisory Commitee - Dec. 4 or 5th
Project Management Team meeting January 18 & 19.

- beta test database access (NCRVE computer person to assist)
- set-up gopher access, investigate ftp archive site for documents

George W. - Tyler
- Become familiar with Netscape and other internet tools.
- Hire replacement
- ok and order LCD panel from THECB
- Attend TAET & TASCD meeting/promote TECHlinx
- Arrange Starlink teleconference
- Begin scripting video for teleconference and other training

Brainstorming - all

AUDIENCE - who is for TECHlinx?

Community and Technical Colleges
Technical education
faculty/staff/instructors
Curriculum Developers
career counselors
counselors - special populations, sex equity

K-12
k-12 faculty/administrators
district and campus level
career counselors

Research
faculty
grad students

Employers
trainers
recruiters

State agencies
Commerce
TEC
TEA

Workforce Development
local board members
community based training
labor unions
economic development councils
economic development consultants
Private industry councils

Proprietary schools
Technical education
faculty/staff/instructors
Curriculum Developers
career counselors

others
educational consultants
net surfers
tech-prep
associations
vocational curriculum centers

Librarians
public
academic
school

Friday, October 20

Evaluation:- Catherine Clark

5 areas to evaluate:
instruments - questionnaire (paper or electronic)
prof development: questionnaire - onsite at training
end of year - how successful was Techlinx
telephone survey of users

Not in proposal - 1 page insert to go out with printed materials (on the web page also a possibility)

Evaluation Advisory Committee - 7- 12 people

- 4 Project Directors
- reps for project advisory committee, technical advisory committee and user groups.

Evaluator needs advice on draft instruments, time line, measurables.

What are measurables?

Content
100% of Perkins materials collected
Skills Standards materials from Texas - 80%
rating scale 1-7 (should get a 5.5 to be successful)
was annotation useful

Professional Development
Delivery of PD
Access to and awareness of pd opportunities
documents received at point of contact
eval should not be based on technical and equipment issues not related to training
accessibility of training electronically

TECHlinx Advisory Meeting
October 20, 1995
Sign-in sheet

	Name	Organization	Phone
1.	Albert P. PEREZ	ACC	
2.	Laurelyn Carlisle	Central Tx College	
3.	Barbara Selke-Kern	ACC	
4.	Will Reece	TEC/TWC	
5.	RED WASSEMCH	ACC	
6.	Maria Stoessel	SER-Jobs for Prog.	385-7556
7.	Anne Dorsey	Texas Workforce Council	962-7153
8.	PAM SAGEBIEL	TX SOICC	
9.	RUBEN GARCIA	TX SOICC	
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			

TECHlinx
Advisory Committee Meeting

December 5, 1995

Austin Community College
5930 Middle Fiskville Road
Austin, Texas 78752

Presented by TECHlinx Project Management Team

Amarillo College
Austin Community College
Laredo Community College
Tyler Junior College

TECHlinx Advisory Committee Agenda

Meeting Mission: To ensure that the expertise, experience, resources, and needs of all stakeholders are included in the design, development, and implementation of the TECHlinx Technical Education Clearinghouse.

Meeting Objectives:

1. To introduce Advisory Committee to TECHlinx Project Management Team.
2. To inform Advisory Committee of project goals and objectives and summarize project progress to date.
3. To solicit feedback and advice from the Advisory Committee to ensure the Technical Education Clearinghouse is a useful research tool.
4. To involve Advisory Committee in the success of the Clearinghouse.

Attendees: (see attached)

Schedule:

	Morning Overview	
10:30 AM	Welcome & Introductions	Pamela Perry
11:00 AM	Overview of Project	Pamela Perry
11:30 AM	Discussion of Overview	All
	Break	
12:00 PM	Lunch (provided by ACC)	All
	Afternoon Feedback Sessions	
12:30 PM	Connectivity, Technical Assistance	Pamela Perry George Mason
1:00 PM	Content and Format	Julie Todaro
1:30 PM	Professional Development	Alma Hernandez, George Wilson
2:00 PM	Project Evaluation, Meeting Evaluation	Pamela Perry
2:30 PM	Adjournment	

Enclosures: Meeting Attendees, Advisory Committee Members, Accomplishments, Project Presentation, Project Goals and Objectives, Project Evaluation, Meeting Evaluation Form, Pledge of Support.

TECHlinx Project Management

TECHlinx Project Director (lead): Pamela Perry, Austin Community College
Project Director (Amarillo): George Mason, Amarillo College
Project Director (Laredo): Alma Hernandez, Laredo Community College
Project Director (Tyler): George Wilson, Tyler Junior College

Project Advisors

Project Advisor: Nancy Glass, Austin Community College
Content Advisor: Julie Todaro, Austin Community College
Content Advisor: Jeanette Mosey, Austin Community College
Content Advisor: Red Wassenich, Austin Community College
Project Advisor: Jocelyn Claer, Laredo Community College
Project Advisor: Blas Castaneda, Laredo Community College
Content Advisor: Adrian McCulloch, Laredo Community College

Key Personnel

Austin Community College

Content Director: Jane Anaejionu
Content Specialist: Sheela Raghavedren
Secretary: Martha Castillo

Amarillo College

Technical Assistant: Mike Cole
Network Manager: Mark Shaffer
Network Support: Joseph Monroe

Laredo Community College

Content Technician: J. Abelardo Garcia

Tyler Junior College

Assistant Project Director: Jim Gable
Graphics Coordinator: Vernon Washington
Video Technician: Keith Adams

Consultants

External Evaluator: Catherine Clark
Texas Center for Educational Research

TECHlinx
Project Advisory Committee Meeting
December 5, 1995
10:30 AM - 2:30 PM

Project Title:	TECHlinx Technical Education Clearinghouse	
Perkins #:	66120001	Austin Community College
	66120002	Tyler Junior College
	66120003	Laredo Community College
	66120004	Amarillo College

Meeting Location:
Austin Community College
District Administrative Office
5930 Middle Fiskville Road
Austin, TX 78752

Purpose and Intent of the Meeting:

This first meeting of the full advisory committee to the TECHlinx project was designed to introduce members to one another and obtain their commitment to the success of the TECHlinx project. The overall purpose was to ensure that the expertise, experience, resources, and needs of all stakeholders are included in the design, development, and implementation of the TECHlinx Technical Education Clearinghouse.

Attendees:

Cleo Savage	Amarillo College	(806)371-5000
George Mason	Amarillo College	(806)371-5151
Albert Perez	Austin Community College	(512)223-7525
Rafael Diaz	Brookhaven College	(214)620-4160
Cassy Key	Capital Area Tech-Prep/STW Consortium	(512)223-7720
Pat Patton	Capital Area Workforce Alliance	(512)223-7849
Laurelyn Carlisle	Central Texas College	(817)526-1154
Ivonne Jimenez	El Paso Public Library	(915)543-5418
Blas Castaneda	Laredo Community College	(210)721-5162
Sue Pardue	Odessa College	(915)335-6685
Janette Lawlis	Seguin I.S.D.	(512)372-5770
Ron Thomson	STARLINK	(512)223-8027
Anne Dorsey	TCWEC	(512)912-7153
Dave Kinnaman	TEA	(512)463-9321
Will Reece	Texas Employment Commission	(512)463-2222
Ruben Garcia	Texas SOICC	(512)502-3753
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Julie Todaro	Austin Community College	(512)223-3071
Bert Marcom	Austin Community College	(512)223-7579

Agenda Item 1: Welcome & Introductions:

No discussion.

Agenda Items 2 and 3: Overview of Project

Summary of discussion:

Pamela Perry, TECHlinx Project Director, provided an overview of the grant, its goals and objectives, and a summary of proposed clearinghouse products and services. Several advisory committee members suggested that the intended audience must include business and industry and technical/vocational educators from secondary schools. Dave Kinnaman (TEA) suggested students and workers should be considered as end-users for clearinghouse products and services. Will Reece (TEC) and Pat Patton (CAWA) suggested that the TECHlinx home page should reflect the overall workforce development system in Texas. The home page should provide quality links to relevant information and organizations.

Discussion of how Perkins products are evaluated followed. Pamela Perry confirmed that TECHlinx had a mandate to include all postsecondary Perkins materials, no matter the level of quality. Laurelyn Carlisle (Central Texas College) suggested that materials should be described in a way that the intended use and audience for a product is evidenAction Items:

Action Items:

1. Advisory committee members will provide TECHlinx staff with information, documents, web addresses, and contacts in business and industry whenever possible, with the intent of making the Clearinghouse attractive to employers
2. TECHlinx will include employers (and products where possible) who are doing employee training in Clearinghouse contact database.
3. TECHlinx Internet services will include links to workforce education and development, and gopher and web site arranged by broad categories.
4. TECHlinx will place exemplary materials in key locations around the state.
5. TECHlinx will provide a link to Gulf Coast Econet discussed by Karen Blair (NHMCCCD).
6. TECHlinx will provide descriptions of consortia which submit products.
7. TECHlinx staff, as part of the professional development component, will teach people how to search and retrieve relevant documents.
8. TECHlinx will prepare bibliographies that cross subject areas.
9. TECHlinx advisory will break into subcommittees comprised of members on a regional basis or by area of interest. Pamela Perry will work with committee to form subcommittees before the next committee meeting.

Agenda Item 4: Connectivity, Technical Assistance:

Summary of discussion:

George Mason (Project Director, Amarillo College) and Pamela Perry presented a brief overview of Internet services to be offered by TECHlinx. Will Reece (TEC) and Rafael Diaz (Brookhaven) expressed interest in having all documents in digital formats for downloading from a web page or FTP archive. All agreed that TECHlinx should strive to collect documents in electronic format whenever possible and offer end-users a choice in format for downloading (ASCII, Word, WordPerfect, Adobe Acrobat, zipped...). Advisory Committee briefly discussed options for creating a self-funding Clearinghouse. Suggestions included user fees, charging for materials and web page sponsorship by Texas employers.

Action Items

1. TECHlinx will establish a list service to discuss clearinghouse issues. Initially, the list service will be for project management and project advisors, but will be opened to the public once the project is off the ground.
2. TECHlinx will make electronic documents available in several different formats (zipped, ASCII, Word, WordPerfect).
3. TECHlinx will investigate possibility of making direct links from database record to electronic documents.
4. TECHlinx will make a recommendation to the Coordinating Board regarding formats for future submission of materials.

Agenda Item 5: Content and Format:

Summary of discussion:

Julie Todaro, Content Advisor to the TECHlinx Project, led the discussion on materials included in the clearinghouse. Will Reece (TEC) recommended the inclusion of workforce development policies covering federal and state statutes, rules and regs. Mention was made of the outdated nature of much information on the Internet and suggested a potential marketing opportunity for TECHlinx. Ruben Garcia (SOICC) cautioned against providing raw data, indicating that some interpretation was necessary. All agreed that the strength of the Clearinghouse was in the abstracting or description of resources. Cassy Key (CATP) reminded committee that the Clearinghouse is first and foremost a research tool

Channels for reaching employers were discussed. Many employers are also trainers and want to know how effective training is, not just to have access to resources. Other recommendations made: 1) list upcoming training and workshops (i.e., professional development opportunities), 2) charge groups a fee to advertise their workshops, 3) charge individuals a fee to post their resumes, 4) link to job banks (employers may pay a fee to advertise jobs).

Action Items:

1. Advisory committee members will provide TECHlinx staff with relevant policy documents, regional workforce development information and documents, any documents related to economic development whether regional or statewide.
2. Advisory committee members will provide TECHlinx staff with information, documents, and web addresses related to business and industry with the intent of making the Clearinghouse attractive to employers.
3. Advisory committee will advise TECHlinx staff on how to best reach business and industry, who to contact, and how to obtain sponsorship and future funding from employers.
4. TECHlinx will provide end-users with a form for evaluating materials.
5. TECHlinx will accept advisory board recommendations on how to link to Workforce Development Commission's materials and whether to acquire and distribute their products as well.

Agenda Item 6: Professional Development

Summary of discussion:

Alma Hernandez (Laredo CC) and George Wilson (Tyler JC) provided an overview of professional development activities planned for the spring including a teleconference (April 24), workshops throughout the state and demonstrations at several spring conferences. All agreed that marketing and promotion are critical to the success of the clearinghouse. Promotional materials should be results oriented, varied to suit the audience, and some of these materials should definitely target industry people. This sector may be able to provide funds later to help TECHlinx become self sustaining (if services are perceived a valuable by this sector). Committee members recommended making presentations at Quality Workforce and Tech-Prep Consortia meetings.

Action Items

1. Advisory Committee will offer assistance to TECHlinx staff in arranging TECHlinx presentations at conferences, tech-prep and quality workforce meetings.
2. TECHlinx will contact regional Service Centers as potential meeting partners and locations.
3. TECHlinx will target workers and students, in addition to other audiences.
4. TECHlinx will vary its promotional materials, and target them for different audiences.

Agenda Item 7: Project Evaluation, Meeting Evaluation

Brief discussion of materials summarized in meeting handout. Evaluation forms were filled out, commitment form signed and returned stating needs and commitments related to TECHlinx. Next TECHlinx Advisory Committee meeting was tentatively scheduled for March 1, 1996 at 10:00 AM. Location to be determined.

AUSTIN COMMUNITY COLLEGE
District Administrative Offices 5930 Middle Fiskville Road Austin, Texas 78752 512 483-7000 FAX 483-7786

TECHlinx - Technical Education Clearinghouse
ACC - Pinnacle Campus
7748 Hwy. 290W, Austin, TX 78736

January 29, 1996

Ron Curry
Texas Higher Education Coordinating Board
PO Box 12788
Austin, TX 78711

Dear Ron,

Happy New Year! I hope 1996 is a healthy and happy year for everyone.

You may recall from the December TECHlinx Advisory Committee Meeting that March 1, 1996 was proposed as a tentative date for our next meeting. In keeping with the TECHlinx mission of electronic information sharing, the TECHlinx Management Team would like to propose an alternative to a face-to-face meeting on March 1. We invite you to meet 'virtually' with the TECHlinx Project Directors and with each other sometime during the week of February 26, 1996. Essentially, we're asking you to review the TECHlinx World Wide Web site on the Internet, including the TECHlinx database and send us your comments on the TECHlinx list service.

I'll send more details within the next few weeks on how to get connected to TECHlinx. For those of you who do not yet have Internet e-mail accounts, we'll work with you by phone, fax or mail. I'll be in touch shortly. For the Internet pros in the group, you can get started now. The TECHlinx URL is ***http://www.actx.edu/techlinx/*** . You can join the TECHlinx list service from the TECHlinx web page or send an e-mail to majordomo@actx.edu. In the body of the message type *subscribe techlinx <your address>*, i.e. *subscribe techlinx cperkins@perkins.texas.gov* .

For the final TECHlinx Advisory Committee meeting of this grant year, a face-to-face meeting would be advantageous as a way to evaluate the project's success and to set goals for the next year. I've blocked off Friday, May 3, 1996 from 10:30 AM to 2:00 PM as a possible date and time for a meeting in Austin,. Please let me know as soon as possible if this conflicts with any conferences or meetings I may have overlooked.

I look forward to seeing you on-line! Details are forthcoming!

Sincerely,

Pamela Perry
Project Director - TECHlinx
(512) 223-8401

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Cypress Creek Campus
1555 Cypress Creek Rd
Cedar Park, Texas 78613
512 219-2010
FAX 219-2035

Eastridge Campus
4100 Ed Bluestein Blvd.
Austin, Texas 78721
512 929-6100
FAX 929-6111

Northridge Campus
11928 Stonehollow Dr
Austin, Texas 78758
512 832-5959
FAX 832-4867

Pinnacle Campus
7748 Highway 290 W
Austin, Texas 78736
512 288-8001
FAX 288-8011

Rio Grande Campus
1212 Rio Grande
Austin, Texas 78701
512 495-7113
FAX 495-7115

Riverside Campus
1020 Grove Boulevard
Austin, Texas 78741
512 389-3003
FAX 389-4035

Cleo Savage
Amarillo College
P.O. Box 447
rillo, TX 79178

Rafael Diaz
Brookhaven College
3939 Valley View Ln.
Farmers Branch, TX 75244

Laurelyn Carlisle
Central Texas College
P.O. Box 1800
Killeen, TX 76540-9990

Marvin Ragsdale
Iron Workers Local Union No. 520
2201 Riverside Farms Road
Austin, TX 78741

Sue Pardue
Odessa College
201 West University
Odessa, TX 79764

Anne Dorsey
TCWEC
PO BOX 2241
Austin, TX 78768

Will Reece
Texas Employment Commission
101 East 15th St.
Austin, TX 78701

Pam Sagabiel
Texas SOICC
Travis Bldg., Suite 205
3520 Executive Center Dr.
Austin, TX 78731

Mickey Slimp
Tyler Junior College
PO Box 9020
Tyler, TX 75711

Jimmy Lovelady
Angelina College
PO Box 1768
Lufkin, TX 75901

Cassy Key
Capital Area Tech Prep/STW Consortium
Austin Community College
5930 Middle Fiskville Road
Austin, TX 78752

Ivonne Jimenez
El Paso Public Library
501 N. Oregon
El Paso, TX 79901

Blas Castaneda
Laredo Community College
West End Washington St.
Laredo, TX 78040

Janette Lawlis
Seguin I.S.D.
PO Box 31
Seguin, TX 78156

Deron Bissett
Texas Department of Commerce
816 Congress Ave., Suite 1300
PO Box 12728
Austin, TX 78711

Ron Curry
Texas Higher Education Coordinating Board
PO Box 12788
Austin, TX 78711

Diana Houston
Texas State Library
PO Box 12927
Austin, TX 78711-2927

Katherine Miller
Weatherford College
308 East Park Avenue
Weatherford, TX 76086

Albert Perez
Austin Community College
5930 Middle Fiskville Road
Austin, TX 78752

Pat Patton
Capital Area Workforce Alliance
Austin Community College
5930 Middle Fiskville Road
Austin, TX 78752-4390

John Brown
Houston Community College
PO Box 7849
Houston, TX 77270-7849

Nellie Thorogood
North Harris Montgomery Community College
250 N. Sam Houston Parkway East
Houston, TX 77060

Ron Thomson
STARLINK
Austin Community College
7748 Hwy 290W
Austin, TX 78736

Dave Kinnaman
Texas Education Agency
Career and Technology Education - HP460
1701 N. Congress
Austin, TX 78701-1494

Ruben Garcia
Texas SOICC
Travis Bldg. Suite 205
3520 Executive Center Dr.
Austin, TX 78731

Roger Manning
Texas State Technical College- Sweetwater
300 College Drive
Sweetwater, TX 79556

TECHlinx
Technical Education Clearinghouse
Project Advisory Committee Meeting

May 3, 1996

Austin Community College
District Administrative Offices
5930 Middle Fiskville Road
Austin, TX 78752

Presented by the TECHlinx Project Management Team

Amarillo College
Austin Community College
Del Mar College
Tyler Junior College

TECHlinx Advisory Committee
Meeting Agenda

Meeting Goal: To ensure that the expertise, experience, resources, and needs of all stakeholders are included in the design, development and implementation of the TECHlinx Technical Education Clearinghouse.

Meeting Objectives:

- Update Advisory Committee members on changes in project management.
- Update Advisory Committee members on project accomplishments.
- Demonstrate TECHlinx products and services.
- Solicit feedback on goals for second year.
- Involve Advisory Committee members in the evaluation of the project.

Attendees (see attached)

Schedule:

10:00 AM - Coffee and pastries

10:30 AM - Introductions

- Welcome	Pamela Perry
- (Re)introductions	All
- Changes in TECHlinx partnership	Pamela Perry

11:00 AM - Show and Tell

- Overview of accomplishments	Pamela Perry
- Demonstration of web site and databases	George Mason
- TECHlinx promotional video	George Wilson

11:30 AM - Project Evaluation

- Overview of Project Evaluation	Pamela Perry
- Project Management Evaluation	Catherine Clark

12:00 NOON - Planning

- Goals for project year two	Pamela Perry
- Member response to goals	All
- Wrap Up	All

12:30 PM - Adjournment

Lunch - on your own and with each other.
You'll find a list of nearby restaurants in your packet.

See what goes on behind the curtains!

Attend the TECHlinx Open House

When: **2:00 PM - 4:00 PM**

Where:
TECHlinx, Austin Community College
Pinnacle Campus Suite 822
7748 Hwy. 290 W.
Austin, TX 78736
(512) 223-8402

What:

- Meet TECHlinx Staff
- Browse TECHlinx Materials
- Surf the TECHlinx Interent site
- Explore TECHlinx databases
- See the view of Hill Country!

Directions:: From ACC District Office

If you do not have a car, we'll arrange a ride over to the Pinnacle Campus and back to ACC District Office or to the airport.

Take a right out of the parking lot.
Take a left under the overpass. Look for a sign for I-35 South.
Take I-35 South past downtown
Exit at the Ben White Blvd exit (Hwy. 71)
Take a right on 71 West at the light.
Follow 71 west until highway ends.
Follow signs for 71West 290 West (Johnson City)
Follow road through Oak Hill business district.
At Y in the road, where 71 and 290 split, stay left on Hwy. 290
At next light, take a right where you see the sign for ACC Pinnacle Campus.
Park anywhere but the first 3 rows which are reserved for staff and faculty.
Take elevators to 8th floor. Look for TECHlinx signs. (suite 822)

See you there!

TECHlinx
Advisory Committee Meeting
May 3, 1996
10:30 AM - 12:30 PM

Project Title:	TECHlinx Technical Education Clearinghouse	
Perkins #:	66120001	Austin Community College
	66120002	Tyler Junior College
	66120004	Amarillo College

Meeting Location: Austin Community College
District Administrative Office
5930 Middle Fiskville Road
Austin, TX 78752

Purpose of Meeting:
This meeting of the TECHlinx Advisory Committee was designed to ensure that the expertise, experience, resources, and needs of all stakeholders are included in the design, development and implementation of the TECHlinx Technical Education Clearinghouse.

Attendees:

Cleo Savage	Amarillo College	(806) 371-5000
George Mason	Amarillo College	(806) 371-5151
Albert Perez	Austin Community College	(512) 223-7525
Bert Marcom	Austin Community College	(512) 223-7579
Julie Todaro	Austin Community College	(512) 223-3071
Pamela Perry	Austin Community College	(512) 223-8402
Jeanette Mosey	Austin Community College.	(512) 223-7682
Rafael Diaz	Brookhaven College	(214) 620-4160
Cassy Key	Capital Area Tech-Prep/STW /Consortium	(512) 223-7720
Pat Patton	Capital Area Workforce Alliance	(512) 223-7849
Sheila Cudd	Del Mar College	(512) 886-1741
Sue Pardue	Odessa College	(915) 335-6685
Janette Lawlis	Seguin I.S.D.	(210) 372-5770
Dave Kinnaman	Texas Workforce Commission	(512) 463-9321
Ruben Garcia	Texas SOICC	(512) 502-3753
Pam Sagabiel	Texas SOICC	(512) 502-3757
Diana Houston	Texas State Library	(512) 502-3753
George Wilson	Tyler Junior College	(903) 510-2303
Catherine Clark	Texas Center for Educational Research	(512) 467-3632
Kerri Briggs	Texas Center for Educational Research	(512) 467-3632

Introductions:

Pamela Perry welcomed everyone. Committee members reintroduced themselves. Pamela made the following announcements about changes to TECHlinx:

1. Laredo Community College has withdrawn from project.
2. Del Mar College was welcomed as 4th partner effective July 1st. Introduced Sheila Cudd from Del Mar. Del Mar will handle Professional Development Activities for TECHlinx.
3. TECHlinx may be bringing on a 5th partner through funding from TEA. Either a school district or a university that does teacher training. Pamela asked for ideas, names, recommendations. Several members mentioned Southwest Texas State University as a possibility. Sue Pardue suggested contacting Steve Springer at SWT.

Agenda Item 1: Accomplishments

Summary of discussion:

Pamela presented a summary of TECHlinx project accomplishments since previous fact-to-face meeting on December 5, 1995. The TECHlinx mission and goals for the first year were briefly discussed. The committee was also updated on the status of TECHlinx products and services to date. Pamela outlined marketing opportunities for TECHlinx in the past 6 months, including presentations at the Tech-Prep Conference, TACTE, TLA, THECB, ACC and the STARLINK Teleconference.

Action Items:

1. Dave Kinnaman suggested that mission statement needed to be revised. Committee agreed and the mission statement was changed to read:

> "The TECHlinx mission is to promote the effective development of the Texas work force by linking individuals and institutions to information and resources focused on workforce education."

Agenda Item 2: Demonstrations

Summary of Discussion:

Demonstration of web site and databases: George Mason presented the TECHlinx web site, commenting on the changes that have taken place since first advisory meeting. He emphasized that many of these changes are a direct result of the advisory committee's suggestions during the last meeting. Rafael Diaz suggested that a counter be added to the web page to see how many people are accessing the site.

TECHlinx promotional video: George Wilson presented the video that was produced for the STARLINK teleconference and as a stand alone promotion piece. The committee members watched an 8 minute video. Advisory committee comments were generally positive.

There we no action items.

Agenda Item #3: Project Evaluation:

Summary of discussion:

Catherine Clark of The Texas Center for Educational Research (TCER) discussed the tools to be used in the evaluation of the project. June 30th is deadline for Catherine to receive surveys to include on report to Pamela. Project requires a telephone survey. She asked for suggestions on who to direct survey to. Also suggestions on how to handle low response rate. Some of the suggestions on who to direct the phone survey to include: Sending to attendees of Tech-Prep, TACTE, and TACE Conferences. Janette Lawlis suggested mailing surveys soon before schools let out. Suggestions for phone survey include to make better use of call and listing 1-800 phone number. Other suggestions for surveys are to include survey on web site, and to include web site address, URL and e-mail address on all materials. The survey for evaluation of the management component of the project was handed out to Advisory Committee members.

Action items:

1. Pamela will obtain membership and attendee lists from TACTE, Tech Prep and TACE.
2. Surveys will be mailed before May 15.
3. Pamela will update evaluation forms to include e-mail address and URL.
4. Advisory Committee members will complete survey and return to TCER.
5. Additional comments or suggestions can be made to Catherine Clark or Kerri Briggs at 1-800-580-8237 or E-mail at: clarkcat@tenet.edu or briggker@tenet.edu

Agenda Item #4: Planning:

Summary of discussion

Pamela presented goals for the second year of project which are:

- to support existing TECHlinx users;
- to increase user base;
- to increase availability of on-line full text documents;
- to encourage more participation and 'ownership' by workforce educators.

Ron Curry of THECB commented on the Coordinating Board's interest in the project and plans to fund TECHlinx for a second year. Ron also mentioned the possibility of bringing in a secondary education partner funded by TEA.

Advisory Committee Members were asked to comment on year two goals and make suggestions for improvement.

- Julie Todaro asked about grants information available from TECHlinx. She said that having access to information allows people better data in order for them to get their own grants. Pamela affirmed that TECHlinx should link people to grants and legislative information.
- Janette Lawlis recommended attending TEA Summer Professional Conference to be held in July in different cities throughout the state. Contact TEA - Paul Lindsay or Hank Madeley. Administrators Conference will be held week before SPC here in Austin.
- Rafael Diaz requested a copy of TECHlinx promotional video. He also suggested Advisory Committee members need to spread word about TECHlinx whenever possible. Pamela mentioned that a brochure was in the works
- One Stop Conference in Dallas - Tuesday after Memorial Day
- Contact technical/professional organizations that would be interested in learning about TECHlinx.

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- Professional development training for Advisory Committee. Also to share ideas on how best to present.
- Cleo Savage raised the issue of becoming self supporting. He suggested that TECHlinx needs to be presenting to the education committee of the Texas Legislature.
- Other suggestions for self sufficiency included finding alternative funding, marketing products, and finding corporate sponsors.
- Julie Todaro suggested looking into grants clearinghouse for other grants.

Action items:

1. Project Management Team will arrange to provide hands-on training on TECHlinx web site at next meeting.
2. George Mason and Pamela Perry agreed to kick start the TECHlinx list service by getting a discussion going.
3. All advisory committee members agreed to promote TECHlinx at their institutions, at conferences and to colleagues.
4. George Wilson will send copies of video and teleconference to all committee members.
5. Pamela Perry will send multiple copies of the TECHlinx brochure to committee members.
6. Advisory committee members agreed to share information and ideas with the project management team via the TECHlinx list service. The topics of long term planning, marketing, networking and presentation opportunities are particularly vital.

Final Announcements:

- Advisory committee members were invited to attend an open house at TECHlinx for that afternoon.
- Friday, August 2, 1996, has been set as a tentative date for the next TECHlinx Advisory Committee meeting.

TECHlinx Technical Advisory Committee

Dave Kinnaman
Quality Workforce Planning
Texas Workforce Commission

Mark Shaffer
Network Manager
Amarillo College

John Hastings
Director, EC^2
Austin Community College

John Lovelady
Texas Higher Education Coordinating
Board

Mike Cole
Technical Assistant
Amarillo College

TECHlinx Content Advisory Committee

Dr. Julie Todaro
Dr. Todaro is currently Head Librarian, Rio Grande Learning Resource Center, Austin Community College. Dr. Todaro serves as principal content advisor in the areas of content review and packaging.

Dr. Jeanette Mosey
Dr. Mosey is currently Head Librarian, Technical Services and Automation, at Austin Community College. Dr. Mosey serves as principal advisor in the areas of organizing or cataloging materials and catalog creation.

Red Wassenich
Mr. Wassenich is currently a reference librarian at the Rio Grande Learning Resource Center, Austin Community College. Mr. Wassenich serves as principal editor for TECHlinx materials and databases.

Austin Community College
TECHlinx User's Group

Bob Caruthers
Director of Academic Support
Pinnacle Campus

Walter Cooper
Counselor, Special Services
Pinnacle Campus

Chris Hilton
Engineering Design Graphics
Northridge Campus

Kathy Bomback
Surgical Technology
Pinnacle Campus

Keith Ragsdale
Director, Associate Nursing Program
Riverside Campus

Beth Morgan
Child Development Program
Rio Grande Campus

Doris Patric
Business and Technology
Rio Grande Campus
Debra Iverson
Center for Career and Business
Development
District Administrative Offices

Marketing & Promotion

TECHlinx Marketing Activities

Presentations

- **College Wide Division Chairs, Austin Community College, November 17, 1995.** *Presented an overview of Clearinghouse proposed TECHlinx products and services.*
- **President's Leadership Council, Austin Community College, November 27, 1995.** *Presented an overview of the TECHlinx Project to the President, Campus Vice Presidents, Administrative Vice Presidents and key staff representatives.*
- **Vocational/Technical Faculty Meeting, Austin Community College, December 8, 1995.** *Presented and overview of the TECHlinx project and Clearinghouse products and services to voc-tech faculty.*
- **TECH PREP Texas and School to Work 1996 State Conference, Austin, March 28 & March 29, 1996.** *Conducted two 50 minute breakout sessions attended by a total of 90 persons. An overview of the TECHlinx mission and project goals was presented, followed by an overview of Clearinghouse products and services. The session concluded with an brief tour of the TECHlinx Internet web pages and training on how to use the Reference Materials Database.*
- **Texas Association of College Technical Educators, Spring 1996 Conference, Austin, April 3, 1996.** *Provided a brief overview of the TECHlinx project, product and services in two breakout sessions with other State Management Projects. Also, set up a vendor booth to display TECHlinx information and materials.*
- **Texas Library Association, Annual Conference, Houston, April 23, 1996.** A one hour presentation on TECHlinx is scheduled.
- **STARLINK Teleconference, Dallas, April 24, 1996.** *TECHlinx will present a 90 minute teleconference to promote the TECHlinx Technical Education Clearinghouse. Highlights will include a promotional video, a tour of the web site and conversations with TECHlinx Project Directors, TECHlinx Advisory Committee Members and THECB Staff Advisor.*
- **Texas Junior College Teacher's Association, Annual Conference, Houston, February 22-24, 1996.** *(not accepted)*
- **Technology in Schools Conference, Texas Association of School Boards, Dallas, April 25-27, 1996**. *(not accepted)*
- **National Association of Workforce Development Professionals, Annual Conference, San Antonio, May 5-8, 1996.** *(not accepted).*
- **International Conference on Teaching and Leadership Excellence, NISOD, Austin, May 26-29, 1996**. *(pending)*

Articles

Submitted

TJCTA Messenger (pending)
Community College News (pending)
Special Libraries (pending)

Planned

Community College Journal
Vocational Education Journal
Paradigms

Press Releases and Direct Mail

All Perkins Contacts - November 1995
Internet discussion groups - April 1996
Texas Community and Technical Colleges (Technical/Vocational Deans) - April 1996
TACTE and TACE Membership - April 1996
Austin area dailies and weeklies - May 1996

Marketing Materials

Print

Brochure - April 1996
Flyer - November 1995

Audio/Visual

PowerPoint presentation - March 1996
Netscape web tour - March 1996
Promotional video - April 1996

Technical
Education
Clearinghouse
nx
http://www.techlinx.org

★★News Flash★★

The TECHlinx Technical Education Clearinghouse Publishes Resource Catalog!

Dateline: Austin, Texas, June 20, 1996, 12:00 PM CST

The TECHlinx Resource Catalog is now available to all Texas workforce educators. Months in the works, the catalog offers information and expert commentary on a wide range of current workforce education related resources and materials. Whether your interests are in labor market information, skill standards, curricula, career counseling, integrated education or related topics, you will find this resource invaluable.

The TECHlinx staff has spent the past nine months collecting and describing hundreds of items, including Perkins-funded products, research papers, training materials, newsletters, monographs, model programs, curricula, and Internet web sites. The catalog offers product descriptions as well as complete ordering information to assist you in your research.

Enclosed in this package are the TECHlinx Resource Catalog, and several TECHlinx brochures. A video on the TECHlinx Project is available on request. Please share these materials with your colleagues. Additional copies of the materials can be obtained by contacting TECHlinx at (512) 223-8402. For the most up-to-date information on TECHlinx resources, visit the TECHlinx Internet web site, *http://www.techlinx.org/techlinx*.

TECHlinx represents a collaboration between Austin Community College, Amarillo College, Del Mar College, and Tyler Junior College and is funded by the Carl D. Perkins Vocational and Applied Technology Education Act through a State Leadership grant from the Texas Higher Education Coordinating Board.

TECHlinx Austin Community College • 7748 Hwy 290W, Austin, TX 78736
Phone: 512/223-8402 • Fax: 512/301-2689 • email: pperry@austin.cc.tx.us

The Pinnacle News

Special Edition

April 18, 1996

The Occasional *Pinnacle News* "Special Edition" will spotlight specific topics, departments, or individuals of special interest to the Pinnacle Campus, college district, and the community. If you have a suggestion for future editions call Rita Banninger at ext. 38039

A TECHlinx World

TECHlinx Staff, from l. to r., Sheela Raghavendran, Jane Anaejiouni, Martha Castillo and Pamela Perry

What is TECHlinx?

The Pinnacle Campus is home base for the TECHlinx Technical Education Clearinghouse, a statewide resource for technical/vocational educators. A 1996 State Leadership Grant was awarded to Austin Community College, Amarillo College and Tyler Junior College by The Texas Higher Education Coordinating Board. The mission of TECHlinx is to link individuals and institutions working to improve technical/vocational education in Texas to the information and resources they need to attain this goal.

The TECHlinx Technical Education Clearinghouse collects and disseminates information and materials both in hard copy and electronically over the Internet. Counselors, faculty, administrators, researchers, trainers, and librarians can obtain materials on a variety of subjects such as tech prep, skill standards, equity, career guidance, DACUM, articulation of special populations, and more. Clearinghouse products and services include an Internet web site with full-text document retrieval, print and electronic catalogs, reference materials database, and a knowledgeable staff to assist users with their research needs. Austin Community College was awarded the overall management of the TECHlinx project. The Pinnacle Campus was selected to house the TECHlinx staff and offices based on the campuses reputation for innovative and technologically based programs such as Distance Learning and STARLINK. TECHlinx offices are located on the 8th floor, Rm. 822. You can visit TECHlinx on the Internet at http://www.techlinx.org/techlinx or call extension 38402.

INTRODUCING THE TECHLINX STAFF

Pamela Perry, TECHlinx Project Director

Pamela was named Project Director for TECHlinx in September, 1995. Her responsibilities include coordinating all project activities with the TECHlinx partner institutions, Amarillo College and Tyler Junior College, making sure the project meets its challenging goals as well as marketing and promoting the Clearinghouse statewide. Pamela holds a Masters in Library and Information Science, a Graduate Certificate in Administration and Management and a Bachelor of Arts in International Development. Prior to taking on the TECHlinx project, Pamela was employed by the Lower Colorado River Authority where she was responsible for Internet training, development of the LCRA Internet web site, on-line research services. She also assisted in the development of distance education initiatives for environmental education. Pamela has extensive experience working in the private and public sectors, in the areas of publishing, information services, distance education and Internet research, publishing and training. Pamela lives in Austin with her husband, Patrick, and her two dogs, Milo and Archie. In her spare time, Pamela enjoys movies, reading and tennis.

Martha Castillo, Senior Secretary

Martha joined the TECHlinx project in November 1995 as the Senior Secretary and is responsible for the day to day operation of the TECHlinx office. Martha supports the project by handling correspondence and reporting with the TECHlinx partner institutions, TECHlinx advisory committees, The Texas Higher Education Coordinating Board and ACC departments. She also assists the Project Director with developing and distributing marketing and promotional materials. Prior to joining the TECHlinx Project, Martha was employed as an administrative assistant for an international business. Martha lives in Austin with her husband, Frank, and their son, Christopher, 11. If you don't find Martha in the TECHlinx office, most likely she'll be in the 7th floor weight room "pumping iron."

Jane Anaejionu, Reference Librarian (Part-time)

Jane joined the TECHlinx Project in October of 1995. Jane's job entails identifying and collecting materials and information from around the country related to technical/vocational education. She combs periodicals, catalogs, library collections, and the Internet looking for the latest information on tech prep, school-to-work and other topics of interest. Once she identifies the materials, Jane writes brief reviews for the TECHlinx database. Jane also handles information requests from all over the country. Jane holds a Masters in Library and Information Science, and a B.A. in Art History. Prior to joining TECHlinx, Jane worked as a

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planner for the State of Texas' energy conservation programs, designing, managing, and evaluating programs statewide and at the Texas Railroad Commission. Jane is a certified residential energy auditor. Jane lives in Austin with her husband, Paul, and their two children, Regina, 12, and Lemuel, 14. She is an avid reader and enjoys design and construction of competitive skateware outfits, other garments, and arts and crafts.

Sheela Raghavendran, Librarian (Part-time)

Sheela also joined TECHlinx in October of 1995. Sheela works closely with Jane to identify and collect materials and information from around the country related to technical/vocational education. Sheela writes brief reviews for the TECHlinx database and searches the Internet regularly for new and interesting sites. Sheela has a Masters in Library and Information Science and a Masters and B.A. in Mathematics. Prior to joining TECHlinx, Sheela was employed at GSDM Advertising. Sheela lives in Austin with her husband, Raghavendran, and son, Brashant.

TECHlinx employees additional part-timers including: **Kendall Kelly**, Librarian, **Rajani Ramachandran**, Technical Writer, and **Angela Philley**, Researcher.

TECHlinx Teleconference

TECHlinx will be hosting the Texas Library Association Tech Prep Conference, "The Technical Education Clearinghouse" on April 24 from 2:00 to 3:30 p.m. at the District Office, Rm. 438. Learn how you can access materials and resources focused exclusively on workforce education! All interested parties are encouraged to attend.

For more information, contact the Office of Professional and Organizational Development, ext. 37591. You must call to register.

Who Can Use TECHlinx?

TECHlinx is a free service to anyone in Texas committed to the improvement of workforce education and development. TECHlinx users include...

Counselors
Faculty
Administrators
Researchers
Trainers
Librarians

... representing a variety of organizations

Community & Technical Colleges
Independent School Districts
State and Regional Agencies
Business and Industry
Universities
Community-based organizations
Public Libraries

Some of the valuable resources available:

- Model programs
- Curricula
- Core competencies
- Workshop handouts
- Bibliographies
- Demographic data

TECHlinx Topics

- Apprenticeship
- Articulation
- Curriculum Development
- Career Guidance
- Demonstration/Model Programs
- Gender Equity
- Professional Development
- Single Parent/Displaced Homemaker Programs
- School/Business Partnerships
- Special Populations
- Skill Standards
- School-To-Work
- Tech Prep

ACC Board of Trustees:

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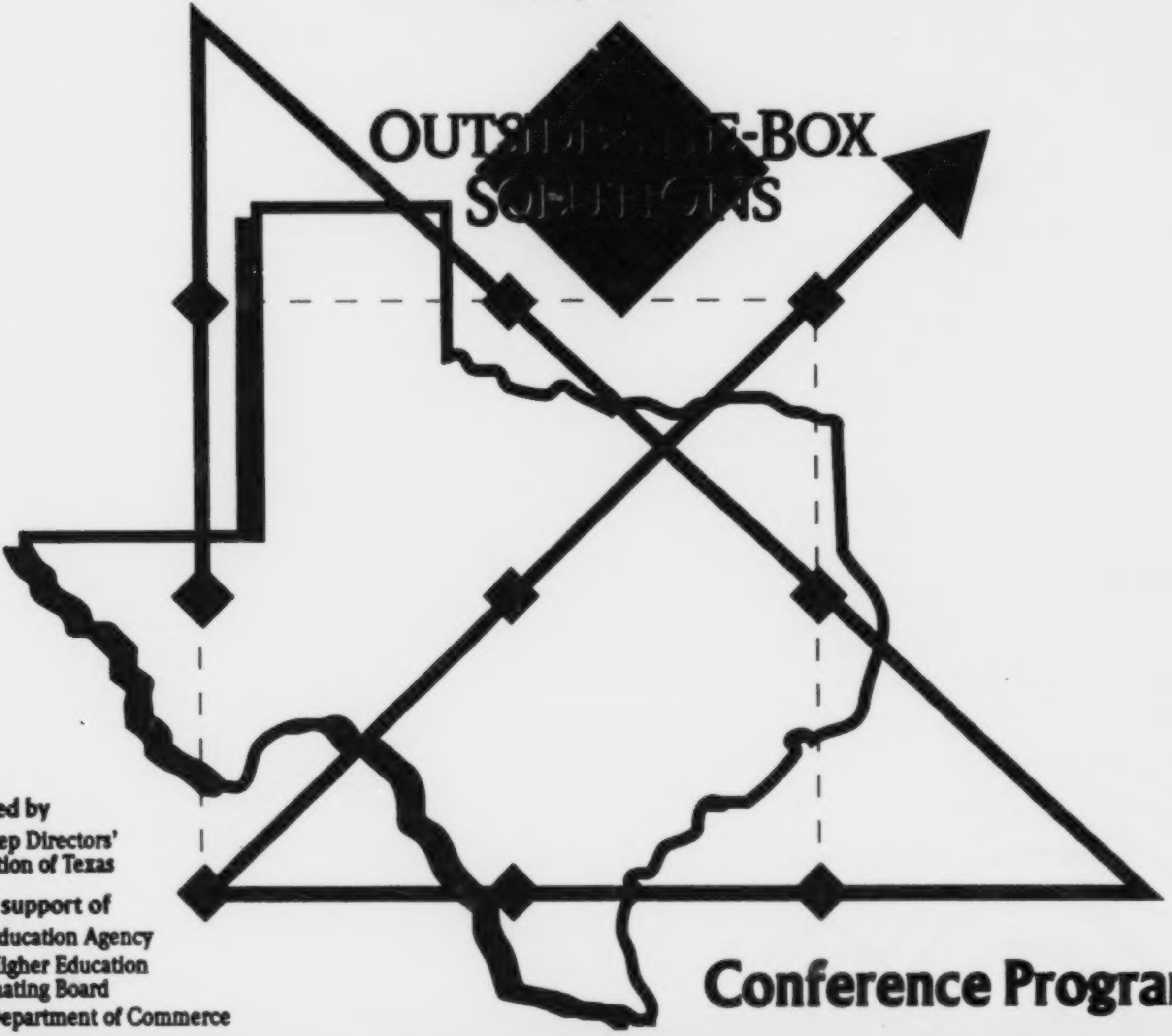
ACC is an Equal Opportunity Institution.

TECH★PREP TEXAS and SCHOOL-TO-WORK 1996 STATE CONFERENCE

March 27–29, 1996

Austin Convention Center
Austin, Texas



Sponsored by
Tech Prep Directors' Association of Texas

with the support of
Texas Education Agency
Texas Higher Education Coordinating Board
Texas Department of Commerce

Conference Program

Wednesday, March 27, 1996

8:00 am–7:30 pm	Registration
9:00 am–4:00 pm	Pre-Conference Sessions
6:00 pm–7:30 pm	Opening General Session
7:30 pm–9:00 pm	Multicultural Reception

Thursday, March 28, 1996

7:30 am– 2:00 pm	Registration
8:00 am– 5:00 pm	Exhibits Open
8:00 am–10:00 am	General Session
10:00 am– 5:00 pm	Breakout Sessions

Friday, March 29, 1996

7:30 am–10:00 am	Registration
8:00 am–12:00 pm	Breakout Sessions
12:00 pm– 1:30 pm	Luncheon and Closing Session

Thursday, March 28, 1996, Cont'd

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	Robotics in the Classroom	Career Pathways	CBI and Free Enterprise: An Entrepreneurial Approach to Secondary Special Education	Watch Out Mother Goose - Here Comes ECP!	SCANning the Curriculum: Teaching Workplace Skills
[illegible]	TECHlinx - The Technical Education Clearinghouse: A Critical Link in Texas Workforce Education	Using Classic Literature for Leadership Models	Partnerships that Create the High-Performance Workplace	Technidemics I	Creating the Awesome Portfolio
[illegible]	Student Responsibility Model: A Classroom Model for Increasing Student Ownership	Career Opportunities on Location - A Work-based Learning Experience for All Students	HOT JOBS!!!	Applied Communication: Materials, Format and Application for the English Curriculum	Making Connections: Building Partnerships for School-to-Work Hospitality Programs
[illegible]	How to Develop a Vital Link Program in a Rural Area	Creating Effective Satellites for Non-Paid Internships	Non-Paid Internships and Registered Apprenticeships: How They Can Work	Apprenticeship - The Original School-to-Work Program	You Can Improve High Schools
[illegible]	Partnering with Business, Industry and Labor	The Good, The Bad, The Technical	Partnering with Business, Industry and Labor	Dell Computer Corporation's Tech-Prep Pipeline Plan	Cooperative Learning...Beyond Forming Groups in the Classroom
[illegible]	Tech Prep's Role in School-to-Work	Motorola Career Pathways Program: from School-to-Work to Workforce Development	Developing Partnerships	A "FOUR STAR" School-to-Work Partnership	Becoming a Distance Educator: The Trials, Challenges & Rewards
[illegible]	Apprenticeship the Texoma Way	You Can Improve High Schools	Development of the GM/UAW Learning Lab	Motorola Career Pathways Program: From School-to-Work to Workforce Development	Apprenticeship the Texoma Way

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Friday, March 29, 1996

Texas C.A.R.E.S.: The New Texas Multi-media Career Information System	SOICC Products and Services: Building a Better Workforce Through Information	Work That Educates - How to Make Structured Work-based Learning Work
WORKTECH: Work-based Learning Through Technology	Special Education & Tech Prep: Learning Disabled? - or Learning Different?	Working with Senior Institutions to Establish Transfer Credits for Various Departments and Majors
Recording Student Competency Profiles	Space Techs	14 Steps to Proper Public Relations: The Key to Tech Prep Development
Integration: Where the Wheel of Education Meets the Road to Employment	A.A.S. Degrees: What Do Employers Think?	The Lost Link: Career Connections
Career and Community Connections	Literature + Workplace Skill = Relevancy	Tech Prep/Child Development: Collaborative Partnerships Provide for a Quality Workforce
Employer Driven Curriculum	Student Responsibility Model: A Classroom Model for Increasing Student Ownership	Career Pathways: From Conception to Classroom (or) How to Get There From Here
Change Your Mind, and Keep The Change	Applied Algebra Curriculum Modules - How Applied Learning Enhances Algebra Instruction	Tivy High School: Love That Integration
The Best Little School House in Texas	Computer Maintenance Integration as a School-Based Enterprise	Project WOW: The World of Work
A Teacher Always Knows, Sometimes! Students Tell All!	English Across the Curriculum: A Pilot Integration Program	Two Plus Two Plus Two: The Bachelor of Science Degree in Industrial Technology at Lamar University
What If It Is Rocket Science?	Technology in the English Classroom: A Brave New World	TECHlinx - The Technical Education Clearinghouse: A Critical Link in Texas Workforce Education

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Thursday, 10:00 am -- 10:50 am

[illegible]OOM 8A-Live Oak and
ROOM 8B-Cypress — Session #28 (Repeated Thurs., 1:30pm/Room 6B - Lavaca) — Advanced/Secondary

Robotics in the Classroom
Hal Pruessner, Math and Science Teacher, Fredericksburg High School

Come see how teachers with no electronics and automation background can learn to design and build robots in their classroom with their students. This is an outstanding hands-on, technical learning experience for both students and teachers and is adaptable for teaching students from any and all ability levels.

ROOM 8C-Cedar — Session #42 (Repeated Fri., 10:50am/Room 8A-Live Oak & 8B-Cypress) — All/All

TECHlinx - The Technical Education Clearinghouse: A Critical Link in Texas Workforce Education
Pamela A. Perry, Project Director, TECHlinx - Technical Education Clearinghouse

TECHlinx - Technical Education Clearinghouse links individuals and institutions statewide charged with building the state's workforce development system to essential information related to workforce education. TECHlinx is a resource for educators, trainers, counselors, employers and researchers who are preparing Texans for the jobs of tomorrow.

ROOM 9A-Pine — Session #66 (Repeated Fri., 9:50am/Room 5C-Brazos) — Intermediate/All

Student Responsibility Model: A Classroom Model for Increasing Student Ownership
David Leigh, Project Director, TQM/Tech-Prep
Jim Anderson, Teacher, Austin High School

The student responsibility model that will be presented has been effectively used by classroom teachers for over two years. The model is based on successful business practices which teachers have successfully adapted to the classroom setting. The result has been a marked increase in student ownership for the learning process.

ROOM 9B-Pecan — Session #50 — Beginning/Secondary

How to Develop a Vital Link Program In a Rural Area
Gary Peacock, Principal, Rio Vista Middle School
Sheila Grubbs, Academic Dean, Rio Vista High School

Participants will be guided through the process of implementing a Vital Link Program in a rural school. Connecting students with the local business community through this educational project helps increase their understanding of the relationship between education and employment.

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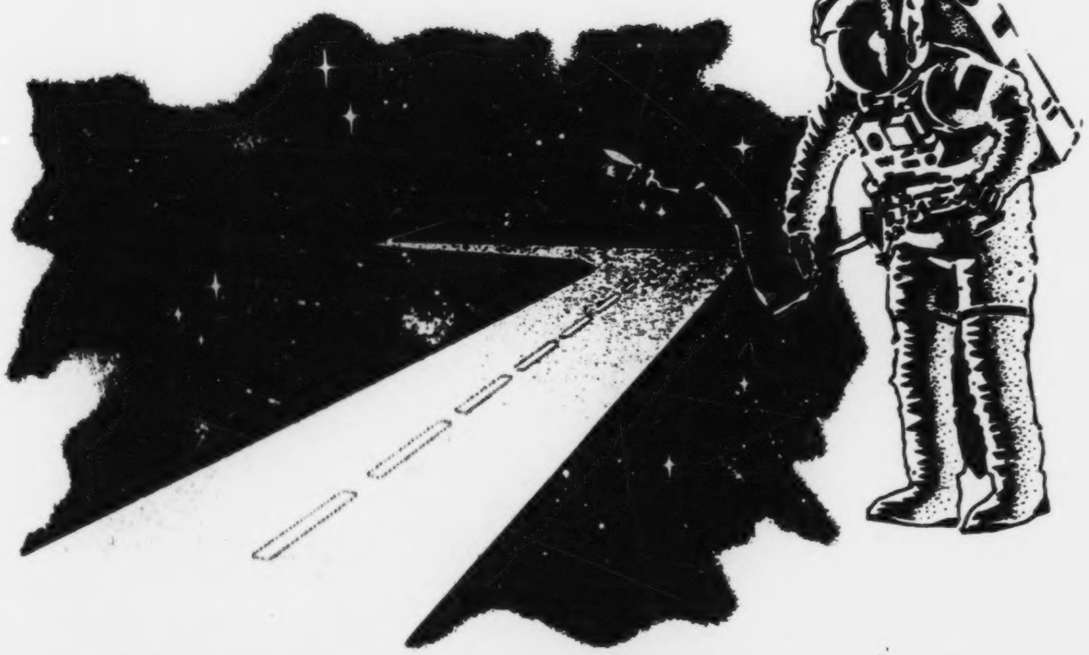
T·A·C·T·E

Texas Association of College Technical Educators

Spring 1996 Conference



"Building on Texas Traditions for the Milenniumm"

April 2-4, 1996
Driskill Hotel
Austin, Texas

		Room Assignment
	Grant Management Projects: Models and Answers Dr. Ken Tunstall, Director of Workforce Education Texas Higher Education Coordinating Board Ms. Carrie Brown, Project Director Region V Education Service Center Ms. Pamela Perry, Project Director TECHlinx Technical Education Clearinghouse, Austin Community College Ms. Marta L. Olivares, Professional Development Management Project, El Paso Community College Ms. Kay Taggert, Curriculum Development Management Project, El Paso Community College Moderator: Dr. John Carnes	**Driskill**
2:30 - 2:45pm	**Break**	**Mezzanine**
2:45 - 4:00pm	**Breakout Sessions (Repeat)**	
4:15 - 5:30pm	**Business Meeting** (Members Only) Homer (Butch) Hayes, President, TACTE	**Crystal Ballroom**
5:15 - 5:30pm	**Vendor Door Prize Drawings**	
5:30 - 6:30pm	**Corrections Committee (Ad Hoc)** Donna Zuniga	Maximillian
Evening	**ON YOUR OWN**	

TEXAS

LIBRARY

ASSOCIATION

ANNUAL

CONFERENCE

LIBRARIES: LINKING TECHNOLOGY
AND TRADITION
TLA 1996

HOUSTON,

TEXAS

APRIL 1996

PRELIMINARY PROGRAM

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LIBRARY LEADERSHIP: A FORCE FOR EXCELLENCE
2:00 p.m. – 3:20 p.m.
Develop personal strengths for organizational change using the ideas of Covey, Deming, Glasser, and Gardner. Caroline Kienzle, Coppell High School. Melinda Dawson, presiding. Texas Association of School Librarians. **S**

PROTECTING PRIVACY AND FREEDOM IN CYBERSPACE
2:00 p.m. – 3:50 p.m.
The issues of intellectual freedom and privacy are alive and well in cyberspace. Hear about the special challenges these issues bring to the digital environment. Abby Goodrum, doctoral candidate, School of Library and Information Sciences, University of North Texas; Samantha Hastings, Assistant Professor, School of Library and Information Sciences, University of North Texas. Bill Hord, presiding. Conference Program Committee. **A L P S Sp**

PROVIDING INNOVATION IN WORKFORCE EDUCATION — VIA THE INTERNET
2:00 p.m. – 3:50 p.m.
TECHlinx, the Technical Education Clearinghouse for Texas, will have its world premier at TLA. The Clearinghouse is a "one stop shop" for information and materials related to workforce education in Texas. TECHlinx staff will provide an overview of collection materials and demonstrate how to access the database over the Internet. Business meeting follows program. Pamela A. Perry, TECHlinx Project Director, Austin Community College; George Wilson, Director of Media, Tyler Junior College. Joycelyn H. Claer, presiding. College and University Libraries Division: Community and Junior College Discussion Group. **A L P S Sp**

TEXAS SOUTHERN UNIVERSITY TOUR AND RECEPTION
2:00 p.m. – 3:50 p.m.
Tour the Robert J. Terry Library at Texas Southern University to view the papers of Barbara Jordan, the Heartman Collection of Research on African Americans, and the Gallery of Traditional African Art. Included are works by noted African American artist John Biggers. Bus transportation by pre-registration only, departing from Hall B of the convention center. Black Caucus Interest Group. **A L P S Sp**

Bylaws and Resolutions Committee Meeting
2:00 p.m. – 3:50 p.m.

History of TLA Committee Meeting
2:00 p.m. – 3:50 p.m.

Professional Rights, Responsibilities, and Recruitment Committee Meeting
2:00 p.m. – 3:50 p.m.

Reference Round Table: Texas Reference Sources Award Committee Meeting
2:00 p.m. – 3:50 p.m.

Small Community Libraries Round Table: Executive Board Meeting
2:00 p.m. – 3:50 p.m.

Texas Association of School Librarians: Executive Board Meeting
2:00 p.m. – 3:50 p.m.

Texas Bluebonnet Award Committee Meeting
2:00 p.m. – 3:50 p.m.

Awards Committee Meeting
3:00 p.m. – 3:50 p.m.

College and University Libraries Division: Executive Board Meeting
3:00 p.m. – 3:50 p.m.

District Planning Committee Meeting
3:00 p.m. – 3:50 p.m.

Intellectual Freedom Committee Meeting
3:00 p.m. – 3:50 p.m.

Continuing Education Committee Meeting
3:00 p.m. – 4:50 p.m.

Legislative Committee Meeting
3:00 p.m. – 4:50 p.m.

Texas A&M University Librarians Meeting
3:00 p.m. – 4:50 p.m.

Tunnel Walk
4:00 p.m. – 5:00 p.m.
Meet at the Hyatt Regency's front entrance (Lousiana Street) and discover Houston's downtown tunnel system – full of restaurants and shops.

Children's Round Table: Executive Board Meeting
4:00 p.m. – 5:50 p.m.

Friends and Trustees Round Table: Executive Board Meeting
4:00 p.m. – 5:50 p.m.

Council I Meeting. Texas Library Association
5:00 p.m. – 5:50 p.m.
Council is the governing body of TLA. All conferees are invited to attend.

Tired of reinventing the wheel with technical education programs? Do you need a centralized and up to date information resource for workforce education in Texas?

discover

TECHlinx: Technical Education Clearinghouse

a live and interactive videoconference for workforce educators

Wednesday, April 24, 1996

2:00- 3:00 p.m. central

The TECHlinx Technical Education Clearinghouse was established for the purpose of connecting Texas trainers, educators, counselors and researchers to high quality materials and resources focused exclusively on workforce education. The Clearinghouse provides a variety of products and services covering the broad topic of workforce eduction, including School-to-Work, Tech Prep, Equity, Apprenticeship, Articulation, Career Guidance, Workforce Development, Skills Standards and more. In addition to providing low or no-cost materials, TECHlinx offers print and electronic access to state, national and international resources on workforce education.

Join featured presenters as they introduce you to TECHlinx products and services

Ron Curry
Associate Program Director
Workforce Education
Tx. Higher Education Coord. Bd.

Alma Hernandez
Project Director
Associate Dean for Instruction
Laredo Community College

George Mason
Project Director
Dean of Information Tech. Svcs.
Amarillo College

Katherine Miller
TECHlinx Advisory Committee Member
Dean of Occupational Education
Weatherford College

Pamela Perry
TECHlinx Project Director
Austin Community College

for more information, contact:

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presented by

STARLINK
State of Texas Academic Resources Link

in association with

Technical Education Clearinghouse
TECHlinx

Partner Institutions:
Amarillo College, Austin Community College, Laredo Community College, Tyler Junior College.

TECHlinx

Technical Education Clearinghouse

PowerPoint Presentation

(slides)

TECHlinx

Technical Education
ClearingHouse
linking information, networks, and exchanges.

TECHlinx is funded by a State Leadership Grant from the texas Higher Education Coordinating Board through the Carl D. Perkins Vocational and Applied Technology Act of 1990

Life B. C.

(Before Clearinghouse)

Practical information on Tech-Prep, Skills Standards, Apprenticeship, Articulation, and related materials were often difficult to...

- *identify*
- *locate*
- *access*

TECHlinx puts it ALL together for you!

- *Descriptive databases*
- *Internet web site with links to local, state, and national resources*
- *Comprehensive catalog*
- *Knowledgeable staff*

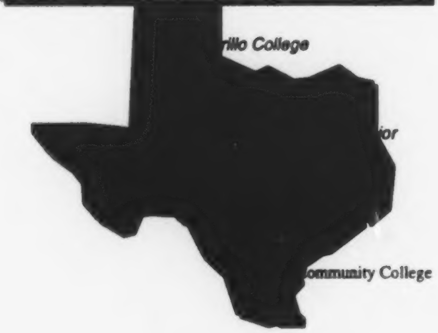
TECHlinx Mission:

To effectively link individuals and institutions charged with building and improving the state's workforce development system to information, materials, and resources related to technical and workforce education.

Target Audience

- Technical Educators
- Counselors
- Researchers
- Administrators
- Employers
- Trainers
- Workforce Development Specialists

TECHlinx Partner Institutions



Project Components:

- Management
- Content
- Connectivity
- Technical Assistance
- Professional Development

Management

To provide leadership and direction to the project and to assure that all TECHlinx partner institutions achieve objectives set forth in the grant.

Content

To identify, acquire, evaluate, and catalog materials concerning any aspect of technical education which is reasonably necessary for a responsive workforce education system.

Connectivity

To design, implement and evaluate effective methods for connecting all Texas public community and technical colleges to resources for workforce education through electronic & standard media.

Technical Assistance

To provide technical assistance to aid all public community and technical colleges in connecting to and using electronic & print TECHlinx services.

Professional Development

To design and conduct professional development activities to assist all Texas public and community colleges in using TECHlinx services.

So, What Did We Produce?

An Overview of TECHlinx Products and Services

TECHlinx Databases

- *Keyword searchable*
- *Accessible via the Internet*
- *Descriptive*
- *List organizations and contacts working in workforce development and education*

TECHlinx Web Site

- *Gateway to TECHlinx databases*
- *On-line catalog*
- *View and download selected documents*
- *Link to local, state, national, and international web sites, listservs, newsgroups, and gopher and ftp sites*
- *News, legislation, grants and upcoming events*

TECHlinx Catalog

- *Helpful annotations describing purpose and audience for a publication*
- *Available in print or on-line*
- *Listed by subject*
- *Up-to-date*

TECHlinx Services

- *Reference services available by phone, fax, e-mail and walk-in.*
- *Custom searching of on-line databases, in-house collections and national and state resources by a knowledgeable Clearinghouse staff.*

Subjects Covered:

- *Apprenticeship*
- *Articulation*
- *Curriculum Development*
- *Career Guidance*
- *Demonstration/Model Programs*
- *Gender Equity*
- *Professional Development*
- *Parent Programs*
- *School/Business Partnerships*
- *Special Populations*
- *Skills Standards*
- *School-To-Work*
- *Tech-Prep*
- *Workforce Development*

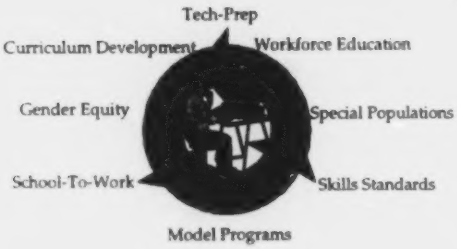
Resource Materials Available

- *Workshop Materials*
- *Curricula*
- *Instructional Materials*
- *Core Competencies*
- *Research Reports*
- *Bibliographies*
- *Model Programs...and more*

...in a variety of formats

- *Videotapes*
- *Teleconferences*
- *Audiotapes*
- *Software*
- *Print*
- *Brochures and promotional materials*

Life with TECHlinx


Tech-Prep
Curriculum Development
Workforce Education
Gender Equity
Special Populations
School-To-Work
Skills Standards
Model Programs

The TECHlinx mission is to effectively link individuals and institutions building and improving the state's workforce development system to information and materials related to technical and workforce education.

Let Us Know How
Weíre Doing

Spre he Word!
TECHlinx
http://www.techlinx.org/techlin

Content Component

Content Manual

Reference Services

Lending Library

Resource Catalog

TECHLINX MANUAL

TECHlinx Technical Education Clearinghouse

TECHlinx Manual

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  - Invoice Form
  - Order Entry Form

GENERAL INFORMATION

ANNOTATION GUIDELINES

STYLE GUIDELINES

- Use complete sentences (no bulleted lists)
- Use business-like writing style, not too formal, nor informal
- Define technical terms
- Spell out acronym on first usage, unless this is already done in title
- Use APA manual regarding spelling out numbers, capitalization, punctuation
- Use TECHlinx spelling list (for now, the **Keywords** list) for consistency

FORM OF ANNOTATIONS

Length: 500 words maximum, less where possible
Paragraphs: use a second paragraph only when unavoidable

Answer three questions: 1) What is it? 2) Who can use it? and 3) What are its uses?

- Refer to audience for whom product is intended
- General sentence describing form of product, i.e., "This video conference..."
- Name the contents by appendices, sections, or describe contents (omit items of lesser importance)
- Final sentence: list other products related to the one being annotated
- Include: (Perkins grant no.: 000000)

Final entry should be the initials of the writer of the annotation, i.e., (JA)

GENERAL RULES OF THUMB

- If product states it is for secondary, mention that in annotation (we assume items are postsecondary unless otherwise stated)
- Projects with several volumes, i.e., modules, reports, etc., should be described and entered separately
  When entering products which are part of a series (use broadest definition of a series):
    1. Use series title as first part of title
    2. Follow this with a colon, ":"
    3. Use main title as subtitle
    4. Enter series title in the series area of template
- If Final Report is the only "product" of the project, enter separately
- If Final Report is "in depth" and not the only "product", enter separately
- If Final Report is not significant, no separate entry, add brief description to record of major product of project
- Above three rules to apply to, for example, Executive Summaries, as well

Fields of the Reference Database

Bibliographic Format	(2)
Library Location	(25)
Author	(250)
Editor/Compilers	(6)
Year of Publication	(8)
Month of Publication	(9)
Title	(200)
Edition	(12)
Series	(100)
Place of Publication	(25)
Publisher	(300)
ERIC DRS (Document Reproduction Service)	(50)
Annotation	(1,500)
Collation/Price	(100)
Ordering Info	(300)
Keyword	(200)

Reference Database

Bibliographic Format (2) --enter nothing for manuals, curriculum, etc. For journals, articles, software, etc. use letter symbols given in the document, **Bibliographic Format Categories**

Library Location (25) --enter according to TECHlinx number construction system

Author (250) --enter name of institution as author for Perkins, otherwise enter names of authors according to the APA style manual

Editors/Compilers (60) --enter according to APA style manual, i.e., last name first, comma, space, first initial, period, space, second initial (if needed), period. If more than one name: space, & sign, last name, etc. as with first name. Add only up to four names

Year of Publication (8) --use four digits or leave it empty

Month of Publication (9) --spell out the month, don't include the date

Title (200) --no punctuation at the end, use APA style, i.e., capitalize words with four letters or more; capitalize word after colon (see page 75-76 in APA manual, 4th ed.)

Edition (12) --use, for example, **rev. ed**. or **2nd. ed**. or leave it empty

Series (60) --do not enclose in parenthesis or place any punctuation at the end

Place of Publication (25) --use, for example, Bloomington, comma, space, Illinois. Spell out entire name of state, do not use post office abbreviation in this section

Publisher (300) --no punctuation at the end (for Perkins material, use the institution as the publisher unless otherwise stated)

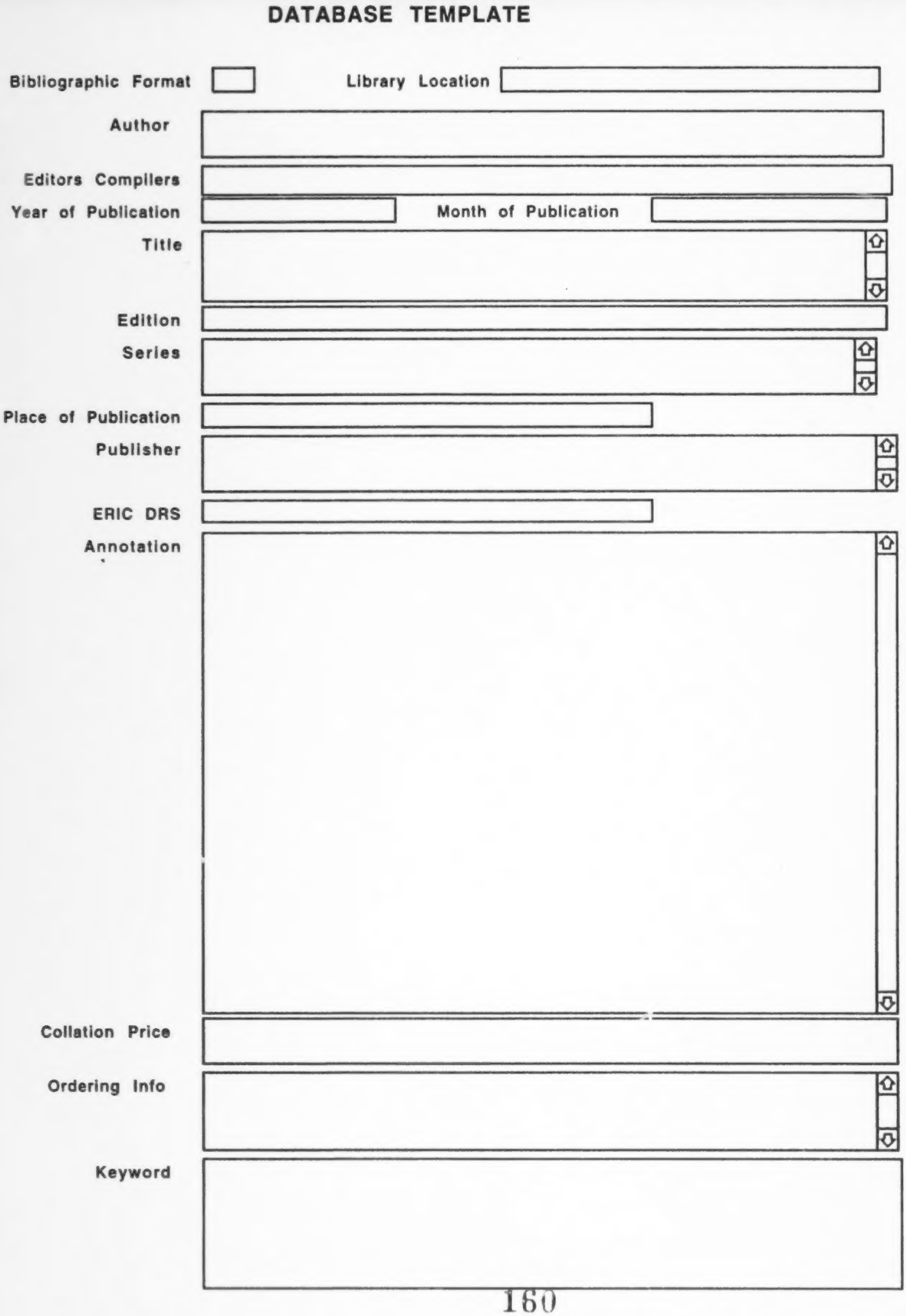
ERIC DRS (50) --use, for example, **ERIC Document Reproduction Service No. ED 123 456** or leave it empty for non ERIC documents

Annotation (1,500) --do not use hard paragraph returns. For Perkins material, enter after annotation (Perkins grant no.: 00000000). Two spaces after final keystroke of record, enter your initials in parenthesis, capitals, i.e., **(JA)**

Collation/Price (100) --enter **TLX-000** (i.e., next consecutive number of record) followed by comma, then 000 pages (count or estimate number of pages). If price information is available, enter, for example, $10.00

Special Ordering Information (300) --enter: TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402 or enter appropriate address of the publisher of the document

Keyword (200) --enter keywords consecutively (with a space between words), all lower case, from selected list of keywords. There is no need to differentiate two- or three- phrase keywords



DATABASE TEMPLATE

Bibliographic Format ☐ Library Location

Author

Editors Compilers

Year of Publication

Month of Publication

Title

Edition

Series

Place of Publication

Publisher

ERIC DRS

Annotation

Collation Price

Ordering Info

Keyword

ENTERING RECORDS IN WORD PROCESSING

TIPS FOR ENTERING RECORDS IN WORD PROCESSING

- Use any word processing program
- Use single space
- Save records as ASCII text
- The numbers in parenthesis after the field name (in Reference Database document) refer to the number of characters in each field, do not exceed this limit
- ACC TECHlinx staff will complete Library Location section (used for internal tracking)
- ACC TECHlinx staff will also supply the TLX number which appears as the first item in the Collation/Price section
- Use two spaces after period in annotation field
- Insert a space to represent the field with no information, then tab to the next field
- No hard returns in a record except one at the end of each record

Bibliographic Format Categories

AV = audiovisual materials
C = catalog
ED = ERIC digest
J = journals
JA = journal articles
LL = lending library
MF = microfiches, microfilm
N = newsletters
NA = newsletter articles
SF = software
WW = web pages, listservs

Example of Record in Word Processing

```
--->    N / P--->       Amarillo College--->  McAlpin, J. --->       1995--->          --->
        Second Flight--->       --->      --->    Amarillo, Texas--->   Amarillo College--->
--->    This project continued services offered by the Adult Students and Women's
Services of Amarillo College (ASWS), including counseling, recruitment and retention
activities, support services, career development opportunities, and referral services.  The
program targeted single parents, single pregnant women, and displaced homemakers in
technical and vocational programs.  (Perkins grant no.: 55150003)  (JA) --->          TLX-
--->    Jackie McAlpin, Amarillo College, P.O. Box 447, Amarillo, Texas 79178, (806)
371-5470--->  parent programs retention support services displaced homemakers single
pregnant women ***
```

```
--->    tab
***     paragraph return
```

N/P National Electrical Contractors Association (NECA) Kelly, C. 1995 Skill Standards in the Electrical Contracting Industry Bethesda, Maryland National Electrical Contractors Association (NECA) Electrical Construction including Electrical Construction Worker, Electrical Line Construction Worker, and Electrical Residential Construction Worker. A national job analysis study was completed and is serving as the basis for the draft standards. Final standards is now available. TLX- , National Electrical Contractors Association, 3 Bethesda Metro Center, Suite 1100, Bethesda, MD 20814-5372 (301) 657-3110 FAX: (301) 215-4500 skill standards model programs

N/P American Electronics Association (AEA) Tyler, C. F. 1995 Skill Standards for the Electronics Industry Santa Clara, CaliforniaAmerican Electronics Association Standards were issued in February 1994 for the original three occupational areas, Manufacturing Specialist, Pre/post Sales Analyst, and Administrative/Information Support Personnel.. These standards have been fully validated across the entire industry. Work is underway to develop standards for Manufacturing Specialist Team Leader, a newly identified occupation, and to release the underlying knowledge and skills necessary to achieve the standards. The project is also starting to implement the skill standards at industry and education beta test sites and is currently developing an assessment system for skill standards in the workplace. To Order "Setting the Standard", AEA's handbook on skill standards, contact: AEA Customer Service Center, 1-800-284-4232 TLX- , 5201 Great America Parkway., Box 54990, Santa Clara, CA 95056 (408) 987-4289 FAX: (408) 970-8565 model programs skill standards

N/P Electronic Industries Foundation Kaplan, I. 1995 Skill Standards for the Electronics Industry Washington, DC Electronic Industries Foundation Electronics. The industry covered by this project includes general electronics, avionics, business machine service, consumer products, biomedicine, microcomputer systems, industrial electronics, instrumentation, telecommunications, and automotive service. Standards were published in June 1994 and the development of detailed measurement criteria is also available. Considerable efforts are also being directed at the development of a certification process. Skills standards is available in hardcopy and characteristics of competency, an assessment tool, is on WordPerfect 5.0 disk. TLX- ,hardcopy ($20.00), disk ($5.00)

Electronic Industries Foundation, 919 18th Street, Suite 900, Washington, DC 20006 (202) 955-5810 skill standards model programs

ENTERING RECORDS DIRECTLY

GENERAL INSTRUCTIONS FOR ENTERING RECORDS

- As a general rule of thumb, when entering a title, type it exactly as it appears on the publications. This may not apply to a publication that is part of a series. See style guidelines for more information
- **+**: In a record that contains 2+2 in the title or annotation, use the + symbol in title and annotation. For the keyword field, write out as "two plus two"
- **()**: Do not use parenthesis in the keyword field
- **Hyphens**: 1) Retain hyphens in terms when they are commonly used, i.e., tech-prep, school-to-work, two-year colleges; 2) eliminate hyphens from compounds that will likely be search terms, i.e., non-traditional should become nontraditional, pre-test should be pretest (see page 74 of APA, 4th ed.); and 3) retain hyphens in phrases that people are not likely to search on, i.e., one-day workshop, self-reporting, three-part, ice-breaker
- **Dashes**: use the dash to indicate only a sudden interruption in the continuity of a sentence (see APA 4th ed. p.65), insert spaces before and after the two dashes
- **Paragraph returns**: the annotation should be written in one paragraph. No hard returns should be inserted in any field
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- **Moving between fields**: use the tab key to move between fields
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- Insert a space between keywords and not paragraph returns

SPELL CHECK: Remember to spell check the document. Spell check after every change or addition!

Bibliographic Format		**Library Location**	SSb2 029066.06 1995
Author	North Lake College - Dallas County Community College District		
Editors Compilers	Marlow, C., Gargano, J. & Johnson, S.		
Year of Publication	1994	**Month of Publication**	December
Title	Texas Skill Standards and Certification Project: Final Document		
Edition			
Series	Texas Skill Standards and Certification Project		
Place of Publication	Irving, Texas		
Publisher	North Lake College - DCCCD		
ERIC DRS			
Annotation	This report documents the work done by North Lake College relating to the Skill Standards and Certification Project which was designed to infuse SCANS (Secretary's Commission on Achieving Necessary Skills) into curriculum for the demand occupation of electrical worker. Included in this report are 1) an occupational profile handbook, 2) curriculum review and enhancements proposal, 3) a faculty development plan, and 4) licensure, testing, and certification strategies. The American College Testing Program (ACT) provided their Work Keys, an occupational profile process, to identify the electrician job profile. Other products in this series include the Executive Summary and the Final Detailed Report. (Perkins grant no.: 55100007) (JA)		
Collation Price	TLX-218, 250 pages, $17.00		
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Keyword	skill standards SCANS curriculum development engineering technology ssd		

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MATERIALS RETRIEVAL SYSTEM

SUBJECT CATEGORIES

AP = Apprenticeship
AR = Articulation
CD = Curriculum Development
CG = Career Guidance
DP = Demonstration/Model Programs
EI = Educational Issues
EQ = Equity
MS = Miscellaneous
PD = Professional Development
PP = Parent Programs
SB = School Business
SP = Special Populations
SS = Skill Standards
SW = School-to-Work
TP = Tech Prep
WD = Workforce Development

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accelerated education
administrators
adult education
advisory committees
agriculture
apprenticeship
articulation
assessment
audiovisual materials
auto technology
basic skills
bibliography
bilingual education programs
career development
career guidance
case studies
certification
child care occupations
community colleges
community services
competency based education
computers
counseling
counselors
curriculum development
DACUM
directories
disabilities
disadvantaged
displaced homemakers
dissertations
distance learning
diversity
dropout prevention
ESL
economic development
educational issues
electronic networks
employment
engineering technology
English as a Second Language
entrepreneurship
equity
evaluation
faculty
fashion
global approach
health occupations

home pages
hotlines
integrated education
implementation
JTPA
Job Training Partnership Act
journals
LEP
labor market
legislation
limited English proficiency
literacy
management
mathematics
minority
model programs
multimedia
needs assessment
newsletters
nontraditional occupations
parent programs
portfolios
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SCANS
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total quality management
training
two plus two
vocational education
web sites
women
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workshops

Number Construction

_____ **Subject Category**: assign this two-letter code according to **Subject Categories** list in this section. (For multiple projects by same institution, use a, b, c, etc. Follow this by 1, 2, 3 for multiple products of one project.) Follow Subject Category by "v" for vertical file item; follow Subject Category by "z" for microfiche item, i.e., "SPv" or "Spz".

_____ **Author Code**: use 6-digit FICE code of Coordinating Board for Perkins materials. For other authors, refer to the **Author Codes** below.

_____ **Form Division**: attach appropriate code preceded by "." (See **Forms Subdivision** in this section.)

_____ **Cutter Number**: if needed, cutter by title and attach, following the form division, preceded by "." This will be used to indicate one work in several volumes. (See **Cutter Number Generating Table** in this section.)

_____ **Year**: write out all four digits

Author Codes

- For sources of materials other than Perkins, a six-letter code will be used in place of the six-digit FICE Code. The first two digits will be the postal code abbreviation for the state, followed by a number which will be assigned sequentially, according to the order of receipt of materials, i.e., the first three items from a source in Illinois would be numbered: il0001, il0002, il0003.

- For Texas state documents, the number of letters will vary, beginning with "tx", then adding an abbreviation for the group, i.e., soic for SOICC, doc for Texas Department of Commerce, etc.

- National groups (not governmental bodies) will use "us", for example "usava" for the American Vocational Association.

- U.S. government groups will use "us" followed by an abbreviation for the group, i.e., "usdoc" for the U.S. Department of Commerce.

Forms Subdivision

.01	ARTICLE (articles from journals, magazines, newsletters)
.02	AUDIOVISUAL MATERIALS (audio tape, video tape, audio disks, av aids, films, slides, CD-ROM)
.03	CONFERENCE (proceedings, conference materials, handouts, papers)
.04	EXECUTIVE SUMMARY
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.06	GUIDE (guide, manual, handbook, curriculum, lesson plans, workbook)
.07	JOURNAL (newsletter, journal, magazine subscriptions)
.08	LEGAL MATTER
.09	MISCELLANEOUS
.10	MONOGRAPH
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.12	REFERENCE MATERIALS (bibliographies, catalogs, directories, dictionaries, glossaries, vocabularies, classifications, geographic materials)
.13	REPORT (research, technical, thesis, dissertation, descriptive, evaluative, feasibility studies)
.14	SOFTWARE (computer programs)
.15	WORKSHOP (handouts, workshop info, workshop materials, workbook or packets accompanying workshop)

THE LCC CUTTER NUMBER GENERATING TABLE

1. After initial vowels

for the second letter:	b	d	l-m	n	p	r	s-t	u-y
use the number————>	2	3	4	5	6	7	8	9

2. After the initial letter S

for the second letter:	a	ch	e	h-i	m-p	t	u	w-z
use the number————>	2	3	4	5	6	7	8	9

3. After the initial letters Qu

for the second letter:	a	e	i	o	r	t	y
use the number————>	3	4	5	6	7	8	9

For initial letters Qa-Qt
use: 2-29

Cutter #s are treated as decimals

4. After other initial consonants

for the second letter:	a	e	i	o	r	u	y
use the number————>	3	4	5	6	7	8	9

if second (or third) digit needed, use this

5. For expansion to an additional number

for the next letter:	a-d	e-h	i-l	m-o	p-s	t-v	w-z
use the number————>	3	4	5	6	7	8	9

Examples of Cutter Numbers Generated from the Above Table

Vowels		S	
IBM	.I26	Sadron	.S23
Idaho	.I33	Scanlon	.S29*
Ilardo	.I4*	Schreiber	.S27
Import	.I48*	Shillingburg	.S53
Inman	.I56	Singer	.S57*
Ipswich	.I67	Stinson	.S75
Ito	.I87*	Suranyi	.S87
Ivy	.I94*	Symposium	.S96*

Q		Consonants	
Qadduri	.Q23*	Campbell	.C36
Qiao	.Q27*	Ceccaldi	.C43
Quade	.Q33	Chertok	.C48*
Queiroz	.Q45	Clark	.C58*
Quinn	.Q56	Cobblestone	.C63
Quorum	.Q67	Cryer	.C79
Qutub	.Q88	Cuellar	.C84
Qvortrup	.Q97*	Cymbal	.C96

*These cutters reflect the adjustments made to allow for a range of letters on the table, e.g., l-m, or for letters not explicitly stated, e.g., h after an initial consonant.

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Amarillo College	Second Flight
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Angelina College	Single Parent Displaced Homemaker Grant: Executive Summary, 1994
Austin Community College	Building College and Community Services for Single Parents and Displaced Homemakers
Austin Community College	English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems: Final Report, 1993
Austin Community College	English for Specific Purposes: Language Adjunct for Business Writing Skills Office Systems Technology 1033: Instructor's Manual
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Bee County College	New Beginnings
Brazos Valley Tech Prep Consortium	Brazos Valley Tech Prep Consortium: 1993-94 End of Year Report
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Brookhaven College - Dallas County Community College District	A Resource Manual for an Emerging Occupation--Environmental Technology
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Capital Area Tech-Prep Consortium	Capital Area Tech-Prep Consortium: Annual Report, 1994
Central Texas College	2 + 2 Tech Prep Early Childhood Professions I & II Curriculum Guide
Central Texas College	2+2 Tech Prep Early Childhood Professions User's Manual
Central Texas College	Gender Equity
Central Texas College	Non-Traditional Careers Program: Final Report, 1994
Central Texas College	Single Parent, Displaced Homemaker, Single Pregnant Women Support Services
Central Texas College	Tech Prep Early Childhood Professions Advanced Specialty Curriculum Guide for Postsecondary Colleges
Central Texas College	The Professional Development Workshop for College Vocational Instructors Teaching at Correctional Institutions in Texas: Final Report
Central Texas Tech Prep Consortium	Applied Academics and Curriculum Integration: Teacher Resource Guide
Central Texas Tech Prep Consortium	Central Texas Tech Prep Consortium: Year End Report, 1995
Clarendon College	Model Program of Professional Development in Non-gender Teaching Methods
College of the Mainland	Defining Generic Workplace Competencies for Infusion in the High Technology Curricula Offered by State Community and Technical Colleges
College of the Mainland	Defining Generic Workplace Competencies for Infusion in the High Technology Curricula Offered by State Community and Technical Colleges: Final Report, 1995
Collin County Community College	Displaced Homemaker's Promise Program: Providing Resources, Outreach, and Mentoring in Successful Empowerment: Final Report, 1992
Collin County Community College	Displaced Homemaker's Promise Program: Providing Resources, Outreach, and Mentoring in Successful Empowerment: Final Report, 1994
Collin County Community College	Gender Equity Program: Final Report, 1994
Collin County Community College	Model Multimedia Center Project
Collin County Community College	SUCCESS (Students Utilizing Collin County's Educational and Service Systems): A Model Cooperative Education-Based Community Service Program: Final Report, 1991
Collin County Community College	The Score System: Final Report, 1995
Collin County Community College	The Texas Resource Center for Work Transition Programs: Final Report, 1992
Concho Valley Tech Prep Consortium	Concho Valley Tech Prep Consortium End of Year Narrative Report : Fiscal Year 1993 - 1994
Cooke County College	A Model 2+2 Electronics Program Development Project: Final Report, 1989
Dallas County Community College	Tracking Special Populations Using Microcomputers: Student Tracking and Information Retrieval System
Dallas County Community College District	Professional Development Workshop: A Guide for Effective Use of Advisory Committees, Train-the-Trainer Manual
Dallas County Community College District	Programs for Single Parents Displaced Homemakers Single Pregnant Women: DCCD Final Report
Dallas County Community College District (DCCCD)	Descriptive Study of Technical/Vocational Student Tracking in Texas: Research Report
Dallas County Community College District (DCCCD)	Mission Expansion for Project QWECCC: Final Report, 1995
Deep East Texas Tech Prep Consortium	Deep East Texas Tech Prep Consortium: End of Year Report for 1993-1994

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El Paso Community College District	Project Opportunity: Women in Technology
El Paso Community College District	Quick Start Training Program
El Paso Community College District	Women in Technology Project Opportunity: Final Report, 1994
El Paso Community College District	Women in Technology Project Opportunity: Final Report, 1995
Frank Phillips College	Rural Industrial Workforce Development Training Center: Final Report,
Galveston College	Services for Single Parents and Single Pregnant Women: Final Report, 1995
Golden Crescent Tech Prep Consortium	Golden Crescent Tech Prep Consortium: Final Report, 1992
Grayson County College	Assessment of Competency-Based Instruction in Mental Health Technology: Executive Summary

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Grayson County College	Assessment of Competency-Based Instruction in Mental Health Technology: Final Report, 1995
Grayson County College	Carl Perkins Gender Equity Grant: Final Report, 1994
Grayson County College	Carl Perkins Single Parent/Single Pregnant Women and Displaced Homemakers: Final Report, 1994
Hill College	Personal Development and Career Awareness Program for Single Parent, Displaced Homemakers, and Single Pregnant Women: Final Report, 1995
Houston Community College System	ECONET: The Economic, Workforce and Career Development Exchange Network
Houston Community College System	OPTIONS-Outreach Project to Improve Occupational and Non-traditional Services
Houston Community College System	Respiratory Care and Radiological Sciences Articulation and Collaboration, Developing New Pathways Between Two-Year Colleges and Four-Year Universities: Project Overview, Model Degree Plan with Recommended Courses
Houston Community College System	Women in Transition-Project SOAR
Howard College	The Business/Education Connection in Action: Workshop Handouts
Kilgore College	STAR (Skills Training and Adult Re-Entry)
Lee College	Project Leeway for Single Parents: Final Report, 1995
Lee College	Project Leeway for Single Parents: Project Manual, 1993
Lee College	Project Leeway Steps to Success: Project Manual, 1994
Lee College	Project Leeway Steps to Success: Project Manual, 1995
Lee College	Rural Health Occupations Model Project: Final Report, 1994
Lee College	School-to-Work Apprenticeship: Final Report, 1995
Lower Rio Grande Valley Tech Prep/Associate Degree Consortium	Lower Rio Grande Valley Tech Prep/Associate Degree Consortium: End-of-Year Report, 1992
Midland College	Perkins Discretionary Equity Project, 1994-1995: Final Report
Navarro College	Superconducting Super Collider Economic Data for Interlink Labor Market Information: Executive Summary
Navarro College - Dallas County College District	Interlink: SIC Industries Likely to Employ OES Occupations Related to SSC Emerging Occupations and Target Industries, Associated Industry Staffing Patterns with Employment Projections : Project Report
Navarro College, Dallas County Community College District	Superconducting Super Collider Economic Data
Navarro College - Dallas County Community College District	Superconducting Super Collider Project: Technical Training for the Future of Texas, Final Report 1991
Navarro College - Dallas County Community College District	Superconducting Super Collider Project: Technical Training for the Future of Texas, Final Report 1993
Navarro College/Dallas County Community College District	Competency Manual for SSC Related Emerging Technologies: SSC Technical Training Project
North Central Texas Tech Prep Consortium	North Central Texas Tech Prep Consortium: Final 1993-94 Narrative End of Year Report
North Harris College - North Harris Montgomery Community College District	Shared Counselor Project
North Harris Montgomery Community College District	Applied Research Consortium for Workplace Literacy Grant: Final Report, 1991
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North Lake College - Dallas County Community College District	Texas Skill Standards and Certification Project: Executive Summary
North Lake College - Dallas County Community College District	Texas Skill Standards and Certification Project: Final Detailed Report, 1995
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North Lake College - Dallas County Community College District	Women in Skilled Trades: Executive Summary, 1993
North Lake College - Dallas County Community College District	Women in Skilled Trades: Final Report, 1995
North Lake College - Dallas County Community College District	Workforce Development and Training: North Lake College/Abbott Laboratories Pre-qualification Curriculum AxSym Electro-Mechanical Assembler Training Curriculum Module (Job Group #2)
North Lake College - Dallas County Community College District	Workforce Development and Training: North Lake College/Abbott Laboratories Pre-qualification Curriculum, AxSym Electronics Training Curriculum Module (Job Groups #3)
North Lake College - Dallas County Community College District	Workforce Development and Training: North Lake College/Abbott Laboratories Pre-Qualification Curriculum Matrix-Final Assembly Training Curriculum Module (Job Group #1)
North Lake College - Dallas County Community College District	Workforce Development and Training: North Lake College/NCH-Mohawk Laboratories Pre-technical Training Curriculum Customer Shipping Order Filler/Order Checker Training Curriculum Module (Job Group #3)
North Lake College - Dallas County Community College District	Workforce Development and Training: North Lake College/NCH-Mohawk Laboratories Pre-Technical Training Chemical Pre-Weigh/Mixer Training Curriculum Module (Job Group #1A & #1B) "Section I"
North Lake College - Dallas County Community College District	Workforce Development and Training: North Lake College/NCH-Mohawk Laboratories Pre-Technical Training Chemical Pre-Weigh/Mixer Training Curriculum Module (Job Group #1A & #1B) "Section II"
North Lake College - Dallas County Community College District	Workforce Development and Training: Process Manual for Customized Essential Skills Curriculum Development Supporting Technical/Regulatory Training and SCANS Foundation Skills
Northeast Tech-Prep Consortium	Northeast Tech-Prep Consortium: Brochures
Northeast Texas Community College	2+2 Articulated Curriculum for Agricultural Occupations: How-to-Manual
Northeast Texas Community College	2+2 Articulated Curriculum for Agricultural Occupations: Second Year Final Report, 1991
Northeast Texas Community College	2 + 2 in Agricultural Technologies: Final Report, 1992
Northeast Texas Community College	Competency-Based Instruction: Workshop Participation Handouts
Northeast Texas Community College	Integrating Basic Skills with Technical / Vocational Instruction: Workshop Participation Handouts
Northeast Texas Community College	Item Banking Manual: Defining and Converting Employer Standards and Expectations into Student Performance Outcomes in Competency-Based Instruction
Northeast Texas community College	Model Self-Improvement Program for Inmates (SIPI): Final Report, 1995
Northeast Texas Community College	Professional Development for Community College Career Counselors
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Northeast Texas Community College	Single Parents, Displaced Homemaker, Single Pregnant Student: Final Report, 1995
Northeast Texas Community College	Vocational Equity Internship Program Grant Report, 1994
Odessa College	Fourth of July, I'm Going to be Independent
Odessa College	Individuals in Transition
Odessa College	Project Access Ladder, the Third Rung
Palo Alto College	A Model Career Counseling Program to Assist Postsecondary Equity Students in Making Reasoned and Informed Career Choices (CCP Program): Final Report, 1992
Palo Alto College	Project P. A. C. E. : Project Report, 1993
Palo Alto College	Project P. A. C. E. : Project Report, 1994
Palo Alto College	Project P. A. C. E. : Project Report, 1995
Panola College	Child Care Service Program: Final Report, 1995
Paris Junior College	2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline (College Freshmen) for Nursing
Paris Junior College	2+2 Articulated Curriculum for Health Occupations: A Basic Course Outline (College Sophomores) for Nursing
Paris Junior College	2+2 Articulated Curriculum for Health Occupations: How-to-Manual
Paris Junior College	Competency Exams Student and Instructor Manuals- Computer Science Microcomputing related occupations
Paris Junior College	Competency Exams Student and Instructor Manuals-- Drafting related occupations
Paris Junior College	Competency Exams Student and Instructor Manuals-- Electronics/Instrumentation Occupations
Paris Junior College	Competency Exams Student and Instructor Manuals--Food Production Related Occupations
Paris Junior College	Development and Administering Occupational Competency Exams: A
Paris Junior College	Integrating Academic Skills into Voc / Tech Programs: Final Report, 1992
Richland College - Dallas County Community College District	ESL Resource Center: An Annotated Bibliography of Selected Resources for Vocational Preparation for Limited English Proficient Students
Richland College - Dallas County Community College District	ESL Staff Development: Assist LEP Students to Access Training for Tomorrow's Jobs
Richland College - Dallas County Community College District	Texas Skill Standards and Certification Project: Curriculum Guidelines and Enhanced Meeting Planning Curriculum
Richland College - Dallas County Community College District	Texas Skill Standards and Certification Project: Executive Summary
Richland College - Dallas County Community College District	Texas Skill Standards and Certification Project: Final Report, 1995
Richland College - Dallas County Community College District	Texas Skill Standards and Certification Project: Occupational Profile Handbook for Meeting Planners
Richland College - Dallas County Community College District	Texas Skill Standards and Certification Project: Orientation Handbook
Richland College - Dallas County Community College District	Texas Skill Standards and Certification Project: Professional Development Plan
Richland College - Dallas County Community College District	Texas Skill Standards and Certification Project: Testing & Certification Strategies

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San Antonio College	A Needs Assessment of Minority-Owned Businesses: Final Report, 1992
San Antonio College	Child Development Associate Credential Curriculum and Training Project: Final Report, 1992
San Antonio College	Child Development Associate Credential Facilitator's Guide to Active Learning Techniques, 1992
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San Jacinto College North	Insuring Success Serving the Disadvantaged and Handicapped Voc/Tech Student: Final Report, 1992
St. Phillips College	Child Care Support Program
Tarrant County Junior College	Computer Assisted Job Skill Evaluation (CAJSE): Final Report, 1995
Texas A & M University	Inventory and assessment of Vocational Education for Inmates and Ex-Offenders: Final Report, 1991
Texas A&M University	An Active, Integrated "High Schools that Work" Strategy, Austin, Texas, May 1- 2, 1994
Texas A&M University	An Active, Integrated Tech - Prep & School-to-Work Conference, Plano, Texas, April 14 - 15, 1994
Texas A&M University	Designing Effective Tech Prep Programs Workbook, Waco Texas, March 22, 1995
Texas A&M University	Linking the Classroom to the Workplace II, Woodville, Texas, November 23, 1993
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Texas A&M University	Minority Leadership Development in Technical and Vocational Education for Community Colleges and Technical Institutes: Report of the Study
Texas A&M University	School-to-Work Transition: Region 3, Lubbock, Texas, April 20, 1994
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Texas A&M University	Second Texas SREB Conference: Best Practices Workbook, Austin Texas, January 19–20, 1995
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Texas Innovation Network Infomart	Assessment of Emerging Occupations: SSC Technical Training Project
Texas State Technical College	Student Resources and Services Directory
Texas State Technical College - Amarillo	Expanded Child Care and Support Services for a Broad Spectrum of Students: Final Report, 1994
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Texas State Technical College - Amarillo	Women: Empowerment through Technical Education: Project Report
Texas State Technical College - East Texas Center	Making Technical Education Accessible: Final Report, 1994
Texas State Technical College - East Texas Center at Marshall	Applied Algebra Curriculum Modules
Texas State Technical College - East Texas Center at Marshall	CADRE Training for Personnel Delivering Services (ADA)
Texas State Technical College - East Texas Center at Marshall	Chemical Operations Technology, Curriculum Development Project: Final Report, 1995
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Texas State Technical College - East Texas Center at Marshall	Intermediate / College Algebra Applied Methodologies & Accelerated Learning: Final Report, 1995
Texas State Technical College - East Texas Center at Marshall	Learning to Work - A Manual for Developing Advanced Skills Courses at Community and Technical Colleges
Texas State Technical College - East Texas Center at Marshall	Personnel Development for Staff Delivering Special Populations Services: Participant's Workbook
Texas State Technical College - East Texas Center at Marshall	Personnel Development for Staff Delivering Special Population Services, Participant's Workbook: Presenter's Manual
Texas State Technical College - East Texas Center at Marshall	Personnel Development for Staff Delivering Special Population Services: Final Report
Texas State Technical College - East Texas Center at Marshall	Texas Skill Standards and Certification Project: A Professional Development Plan to Help Faculty Integrate Enhanced Curricula on Workplace Instruction into Current Occupational/Technical Curricula
Texas State Technical College - East Texas Center at Marshall	Texas Skill Standards and Certification Project: Enhanced Curriculum Package
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Texas State Technical College - East Texas Center at Marshall	Texas Skill Standards and Certification Project: Occupational Profiling Handbook
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Texas State Technical College - Harlingen	Project CRECER: Final Report, 1994
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Texas State Technical College - Harlingen	Rio Grande Equity Center Expansion and Continuation
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Texas State Technical College - Sweetwater	A 1 + 1 (+ 2) High-Technology Partnership in Manufacturing Engineering Technology. Texas Educational Articulation Model for Manufacturing Engineering Technology (TEAM-M)
Texas State Technical College - Sweetwater	Advanced Skill Course for Automation/Robotics: Course Syllabus
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Texas State Technical College - Sweetwater	Curriculum Development Textile Manufacturing Technology: Final Report, 1991
Texas State Technical College - Sweetwater	Education/Training needs for Technicians in Materials Technology: Final Report, 1990
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Texas State Technical College - Sweetwater	Equity Tech Program: Final Report, 1995
Texas State Technical College - Sweetwater	Materials Technology Advisory Committee Meeting
Texas State Technical College - Sweetwater	Recruitment of Non-Traditional Workforce: Survey Information and
Texas State Technical College - Sweetwater	SP/DH/SPW & Equity Tech Policies and Procedures
Texas State Technical College - Sweetwater	Texas Educational Articulation Model (TEAM): A 1+1 High Technology Partnership in Electronics Education
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Texas State Technical College - Sweetwater	Up & Out Program: Final Report, 1995
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Texas Tech University	Tech-Prep Intergenerational Curriculum Development Project: Final Report, 1995
Texas Tech University	Workplace Competencies in Biology
Texas Tech University	Workplace Competencies in Business Communication
Texas Tech University	Workplace Competencies in Computer Literacy
Texas Tech University	Workplace Competencies in English
Texas Tech University	Workplace Competencies in Mathematics
Texas Tech University - College of Education	Effective Tech Prep Policies and Practices: Final Report, 1994-1995
Texas Tech University - College of Education	Effective Tech Prep Policies and Practices: Final Report on Student Satisfaction 1994-1995 Grant Period
Texas Tech University - College of Education	Effective Tech Prep Policies and Practices: The Tech Prep Handbook
Texoma Consortium	Texoma Consortium: Final report, 1994
The University of Texas - Austin	Institutional Leadership Development for a Technical Education Student Follow-Up System: Final Report, 1992
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The University of Texas - Austin	Services for Displaced Homemakers and Single Parents : Data Collected Between October 1987 and May 1988
Tyler Junior College	Tutor Training for Occupational Students with Learning Disabilities: Handbook
University of Houston, College of Technology	College Mathematics Revitalized for Engineering Technology: Curriculum Guide for First--Year Mathematics
University of Houston, College of Technology	College Mathematics Revitalized for Engineering Technology: Final Report, 1990

University of North Texas	A Directory of Reported Professional Improvement Activities for Postsecondary Technical/Vocational Personnel
University of North Texas	A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Case Management and Intake Interview
University of North Texas	A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Assessment and Care Plan Development
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University of North Texas	Improving Sex Equity in Postsecondary Vocational / Technical Programs: A Resource Manual
University of North Texas	Personnel Development Based on SCANS Research: Final Report, 1995
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University of North Texas	Professional Improvement Assessment Project: A Compilation of Reported Professional Development Activities and Effective Models of Faculty Development for Postsecondary Technical/Vocational Personnel
University of North Texas	Professional Improvement Assessment Project: A Summary of Reported Policies and Procedures of Institutional Plans for Faculty Development of Postsecondary Technical/Vocational Personnel
University of North Texas	Professional Improvement Assessment Project: A Summary Report of Professional Improvement Needs of Postsecondary Career Counselors
University of North Texas	Professional Improvement Assessment Project: Postsecondary Technical/Vocational Personnel Professional Improvement Assessment, Phase I--Year 1
University of North Texas	Professional Improvement Assessment Project: Summary Report of Professional Improvement Needs of Administrators of Postsecondary Technical/Vocational Programs
University of North Texas	Professional Improvement Assessment Project: Summary Report of Professional Improvement Needs of Faculty of Postsecondary Health Occupations Programs
University of Texas - Brownsville	Project Mujer: A South Texas Project to Eliminate Educational Barriers for Disadvantaged Women
Vernon Regional Junior College	Curriculum for Whole Language Instruction in Office Technology
Victoria College	Directory of Community Resources
Victoria College	Equity Services: Final Report, 1994
Victoria College	Equity Services: Final Report, 1995
Weatherford College	A Better Life Through Education (ABLE)

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Perkins Discretionary Projects Data Deliverables List

Deliverable Item	Required for RFP Category	Date Due	Addressee	Data Format	No. Copies
Quarterly Report CB-425	1100-1600, 1900	10/17/95 01/17/96 04/17/96 07/17/96	THECB: Workforce Education, Discretionary	Stapled	4
Executive Summary CB-421	1100-1400, 1900	8/15/96	CB: Workforce Education, Discretionary	Stapled	7
Executive Summary CB-422	1500-1600	8/15/96	CB: Workforce Education, Discretionary	Stapled	7
Final Detailed Report	1100-1600, 1900	8/15/96	CB: Workforce Education, Discretionary	Unbound	
				Comb-Bound	10
Special Project End of Year Report CB420-A and CB420-B	1100-1600, 1900	8/15/96	CB: Workforce Education, Finance	Stapled	2
			Perkins Contact	Stapled	1
Final Product	1100-1400, 1900	8/15/96	CB: Workforce Education, Discretionary	Unbound	2
				Comb-Bound	8
				Bound (1900 only)	100

Note: Data deliverables required of Tech-Prep projects will be provided separately.

TECHLINX FORMS

TECHLINX REQUEST FORM

DATE OF REQUEST: ____________________
MODE OF REQUEST: _____ e-mail _____ telephone
_____ in-person _____ fax

Name: ____________________________ Title: ______________________
AFFILIATION: ____
Mailing Address:

Phone Number: ______________________________
Fax Number: ________________________________
E-Mail Address: _____________________________

INFORMATION REQUEST

Year range to search: ________________________

Grade level or specific population: ______________________________

How will information be used (to train personnel, classroom instruction, program development, etc.): ___________________________________

Suggested keywords:

Request handled by: ________________

MATERIALS SENT

DATE SENT: ____________

TITLE	FORMAT	NUMBER
1.		
2.		
3.		
4.		
5.		

TECHlinx Order Form

TECHlinx Technical Education Clearinghouse
Austin Community College
Pinnacle Campus
7748 Hwy. 290W
Austin, TX 78736-3290

Phone: (512) 223-8402
Fax: (512) 301-2689
Web-site: http://www.techlinx.org/techlinx
E-mail: pperry@austin.cc.tx.us

Date ____________________
Purchase Order# ____________________
Telephone ____________________
Fax ____________________

Please read **"how to order"** before completing this form

BILLING ADDRESS
(please print)

Name ____________________
Institution ____________________
Address ____________________
City __________ State ______ Zip ______

SHIP TO ADDRESS if different from billing address

Name ____________________
Institution ____________________
Address ____________________
City __________ State ______ Zip ______

Quantity	Order # (TLX-)	Document Title	Price	Total Price

SUBTOTAL ____________

Shipping & Handling ____________
8.25% Sales Tax ____________
(include tax exempt certificate if exempt)......................
Total Enclosed ____________

ALL ORDERS MUST BE ACCOMPANIED BY CHECK OR AUTHORIZED PURCHASE ORDER

How to Order

Payment Policies

- An authorized agency purchase order or check must be submitted with **All Orders**.
- Add shipping and handling charges:

Orders up to $100	10%
Orders $101 to $500	8%
Orders $501 to $1000	6%
Orders over $1000	5%

- Prices are subject to change without notice.

Please give full ordering information

- Name of school or organization.
- Name, title, phone and fax number of person placing order.
- Complete shipping and billing addresses, including zip code.
- Purchase order number.
- Correct catalog number, description, and quantity.
- If tax-exempt, please attach a valid tax exempt certificate.

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Telephone ____________________
Fax ____________________

Please read **"how to order"** before completing this form

BILLING ADDRESS
(please print)

Name ____________________
Institution ____________________
Address ____________________
City __________ State ______ Zip __________

SHIP TO ADDRESS if different from billing address

Name ____________________
Institution ____________________
Address ____________________
City __________ State ______ Zip __________

Quantity	Order # (TLX-)	Document Title	Price	Total Price

SUBTOTAL __________

Shipping & Handling __________
8.25% Sales Tax __________
(include tax exempt certificate if exempt)..........
Total Enclosed __________

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- Name, title, phone and fax number of person placing order.
- Complete shipping and billing addresses, including zip code.
- Purchase order number.
- Correct catalog number, description, and quantity.
- If tax-exempt, please attach a valid tax exempt certificate.

TECHLinx Technical Education Clearinghouse Project

Please help the TECHLinx Clearinghouse evaluate its services by completing and returning this self-mailing form.

1. Was your request answered promptly? ☐ yes ☐ no

2. Did you get the information you specified? ☐ yes ☐ no

3. Rate the overall **quality** of the information you received, where "7" on the scale indicates very high quality and "1" on the scale indicates very poor quality.

   1 2 3 4 5 6 7

4. Rate the **usefulness** of the information you received, where "7" on the scale indicates extremely useful and "1" on the scale indicates useless.

   1 2 3 4 5 6 7

5. Have you used the TECHLinx Clearinghouse before? ☐ yes ☐ no

6. Will you use the TECHLinx Clearinghouse again? ☐ yes ☐ no

7. How did you hear about the TECHLinx Clearinghouse? Circle all that apply.

   a. At a college or university library
   b. At a career counseling center at a college or university
   c. At a career counseling center not located at a college or university
   d. At a public library
   e. At a high school
   f. At the office of an employer
   g. On electronic mail
   h. In the newspaper
   i. From a friend or colleague
   j. From a conference
   k. From a brochure that came in the mail
   l. From a teacher or professor
   m. Other source or location (describe)____________________

8. Tell us about yourself. Check **all that apply** in column A and column B.

   A. I work or study in a

   _____ University
   _____ Community or technical college
   _____ High school
   _____ Regional education service center
   _____ Government agency or program
   _____ Business or industry
   _____ Nonprofit organization
   _____ Other ____________________________

   B. My role or position is a

   _____ Librarian
   _____ Administrator or administrative staff
   _____ Curriculum developer
   _____ Counselor
   _____ Teacher, trainer, professor, instructor
   _____ Student
   _____ Parent
   _____ Recruiter
   _____ Other ____________________________

9. About how many times have you personally used TECHLinx since January 1, 1996? _____

10. What is your zip code? _______________

Thank you for completing this survey. Please fold on the lines indicated, tape to secure, and mail. You may fax the survey to 512-301-2689.

TECHLinx Project
ACC-Pinnacle Campus
7748 Highway 290 West
Austin, Texas 78736

**PLACE
FIRST CLASS
STAMP
HERE**

TECHLinx Project
ACC-Pinnacle Campus
7748 Highway 290 West
Austin, Texas 78736

TECHlinx Order Entry

Company

Address

City State Zip

Contact First Contact Last Name

Fax number Phone no

Year range to search

Account # Invoice Date Invoice #

○ Net 30 ○ C.O.D. ○ Pre-Paid

Term

PO # Referral Sales Rep

e mail

Audience for

Reference question

Suggested Keywords

[redacted]

Date Paid **Amount Paid** **Amt Due** **Days Due**

Tax rate:

Subtotal:

Tax:

Shipping:

TOTAL:

BEST COPY AVAILABLE

TECHlinx INVOICE

Account #

8/13/96	105
Invoice Date	**Invoice #**
PO #	**Terms**

,

[redacted]

Subtotal:	
Tax:	
Shipping:	
TOTAL:	
Amt Paid:	
Amt Due:	

Remit to:

TECHlinx, Austin Community College - PIN, 7748 Hwy 290W, Austin, TX 78736-3290 (512) 223-8402

BEST COPY AVAILABLE

Reference Services

ABOUT THE TECHLINX REFERENCE DATABASE

The TECHlinx Reference Database is expanded daily with materials from:

- Perkins-funded projects
- Texas state agencies
- Federal agencies and organizations
- Texas State Library
- University and community college libraries
- Vo-tech related clearinghouses, organizations, and publishers
- Specialized databases

TECHLINX REFERENCE SERVICES

Information specialists on the TECHlinx staff offer reference services to clients from 8 a.m. through 5 p.m., Monday through Friday. Requests for reference assistance are received via e-mail, fax, TDD, telephone, or in person.

TECHlinx offers the following searchable database, accessible through the Web Page:

- TECHlinx Reference Materials Database
- TECHlinx Organizations Database (under construction)
- TECHlinx Contacts Database (under construction)

In addition, other services offered at no cost to the client are:

- Search the ERIC (Educational Resources Information Center) database
- Search the NCRVE (National Center for Research in Vocational Education) database
- Search the resources of vo-tech and educational databases and clearinghouses
- Search Internet resources
- Identify appropriate publications and programs of state and national organizations
- Post information requests to electronic discussion groups

Lending Library

TECHlinx Lending Library
Guidelines for Borrowing

Who may borrow?

Any Texas educator at the secondary or postsecondary level, state or non-profit organization employee working in vocational/technical education or workforce development programs, or Texas state official may borrow materials from the TECHlinx Lending Library.

Check-out Policies

Up to three publications may be borrowed at any one time. Publications may be kept up to three weeks. TECHlinx will cover the cost of shipment to the borrower. The borrower is responsible for the return postage. Almost all items in the Lending Library collection are copyrighted material and should be treated accordingly.

How to Order

Materials may be requested from TECHlinx either by phone, fax, e-mail, mail, online (through TECHlinx web page) or in person. Contact TECHlinx at:

TECHlinx Technical Education Clearinghouse
Austin Community College - Pinnacle Campus
7748 Highway 290W
Austin, Texas 78736-3290
Phone: 512/223-8402
Fax: 512/301-2689
E-mail: pperry@austin.cc.tx.us
Web Address: http://www.techlinx.org/techlinx

Name: ______________________________

Title: ______________________________

Organization: ______________________________

Address: ______________________________

____

____

Phone: ____/__________ Home Phone: ____/__________

Fax: ____/__________ E-mail: ______________

Materials Requested:

1. ______________________________
2. ______________________________
3. ______________________________

TECHlinx Lending Library
Annotated Bibliography

Bailey, T. R. (ed.) (1995). *Learning to Work: Employer Involvement in School-to-Work Transition Programs.* (Brookings Dialogues on Public Policy). Washington, D. C.: The Brookings Institution.

Papers presented at the Employer Participation in School-to-Work Transition Programs conference, May 1994. Work-based education is the key to the future. Active participation of employers is necessary for success. (TLX-676)

Bernhardt, V. L. (1994). *The School Portfolio: A Comprehensive Framework for School Improvement.* Princeton, N. J.: Eye on Education.

A resource for school administrators and teachers. A portfolio provides a tool for measuring improvements in the structure and functioning of the school. Examples from other schools' efforts are included. (TLX-687)

Boyett, J. H. & Conn, H. P. (1991). *Workplace 2000: The Revolution Reshaping American Business.* New York: Plume.

The "new" U. S. workplace is destined to be very different from the one we know today. Presents a vision for the future. Recommends changes in American business starting today. (TLX-749)

Canady, R. L. & Rettig, M. D. (1995). *Block Scheduling: A Catalyst for Change in High Schools.* (The Library of Innovations). Princeton, N. J.: Eye on Education.

Several approaches to block scheduling are presented. Effects on the students and teachers are discussed. Methods for planning and implementing block scheduling are provided. (TLX-685)

Canady, R. L. & Rettig, M. D. (eds.) (1996). *Teaching in the Block: Strategies for Engaging Active Learners.* Princeton, N. J.: Eye on Education.

Describes block scheduling and its potential to improve teaching and learning. Numerous authors offer teaching strategies they have used to achieve success in block time teaching. Staff development opportunities are critical to the success of block scheduling. (TLX-678)

Chubb, J. E. & Moe, T. M. (1990). *Politics Markets & America's Schools.* Washington, D. C.: The Brookings Institution.

Documents some of the problems throughout the 1980s with America's public school system. Solutions suggested include a public education system built around parent-student choice and school competition. (TLX-694)

Coulter, R. P. & Goodson, I. F. (eds.) (1992). *Rethinking Vocationalism: Whose Work/Life Is It?* (Our Schools/Our Selves Monograph Series; No. 14). Toronto, Ontario: Our Schools/Our Selves Education Foundation.

Papers presented at the Transition from School to Work Conference held at the University of Western Ontario in February, 1992. Past, present debate, and discussion of the future role of schools in preparing students for work. (TLX-753)

Education Commission of the States (1996, March). *Standards & Education: A Roadmap for State Policymakers*. Denver, Colorado: Education Commission of the States.

Helps policymakers enact changes necessary to improve classroom instruction and student performance. Standards, with the appropriate assessments and support, are the key to improvements. (TLX-700)

Ellis, A. K. & Fouts, J. T. (1993). *Research on Educational Innovations.* (The Library of Innovations). Princeton, N. J.: Eye on Education.

Some educational innovations have been fads that "caught on" without benefit of research to demonstrate their effectiveness. This book review innovations and details research on various educational movements of the past decades. (TLX-690)

Ellis, A. K. & Fouts, J. T. (1994). *Research on School Restructuring. (The Library of Innovations).* Princeton, N. J.: Eye on Education.

Changes are needed in the structuring of the educational system. This book offers a menu of restructuring movements, describing but not recommending any particular solutions. (TLX-683)

Goldberger, S. & Kazis, R. (1995). *Revitalizing High Schools: What the School-to-Career Movement Can Contribute.* Boston, Massachusetts: Jobs for the Future.

Makes an attempt to blend educational and labor market goals in a school-to-career model. Various designs and models for revitalized high schools are discussed. (TLX-705)

Halperin, S. (1994). *School-to-Work: A Larger Vision.* Washington, D. C.: American Youth Policy Forum.

This paper was presented at the Statewide School-to-Work Conference. It defines what school-to-work is and is not and discusses implementation of the School-to-Work Opportunities Act. (TLX-698)

Hecht, C. S. (ed.) (1995). *Free and Inexpensive Career Materials: A Resource Directory.* Garrett Park, Maryland: Garrett Park Press.

Career counselors, librarians, or those planning careers will find this guide to free and inexpensive materials helpful. Approximately 800 organizations are included and materials include a range of helpful items, brochures, reading lists, financial aid, information on schools, and other literature. (TLX-628)

Jobs for the Future. (1995). *School-to-Work and Community Economic Development: Identifying Common Ground, An Agenda for Action.*. Boston, Massachusetts: Jobs for the Future.

Representatives of the school-to-work and economic development movements met to identify collaborative strategies for future work. Areas of discussion, analysis and strategies outlined, and future actions are outlined. (TLX-696)

Jobs for the Future, Academy for Educational Development. (1995). *School-to-Work and Youth Development: Identifying Common Ground, An Agenda for Action,* Boston, Massachusetts: Jobs for the Future.

> Document attempts to promote closer collaboration between school-to-work and youth development advocates. Report summarizes the discussions held during this two-day meeting. (TLX-707)

Johnson, B. (1996). *The Performance Assessment Handbook, Volume I Portfolios and Socratic Seminars: Designs from the Field and Guidelines for the Territory Ahead.* Princeton, N. J.: Eye on Education.

> Performance assessment cannot be learned or implemented in a day. A process is required, including professional development followed by implementation in the classroom. Expect mistakes and possibly friction. The outcome should be to "reculture" the classroom. (TLX-680)

Johnson, B. (1996). *The Performance Assessment Handbook, Volume 2 Performances and Exhibitions: Designs from the Field and Guidelines for the Territory Ahead.* Princeton, N. J.: Eye on Education.

> Actual examples of student handouts, evaluation sheets, and other materials used in the classroom are included and analyzed. Good teaching and meaningful student assessment are interrelated. This book aids teachers who are committed to moving ahead to change the traditional classroom. (TLX-681)

Jones, L. K. (1996). *Job Skills for the 21st Century: A Guide for Students.* Phoenix, Arizona: Oryx Press.

> Directed to youth who will soon be in the job market and to concerned adults helping youth achieve marketable job skills. Achieving basic and special skills is the key to future employability. (TLX-752)

Kopp, H., Kazis, R. & Churchill, A. (1995). *Promising Practices: A Study of Ten School-to-Career Programs: Executive Summary.* Boston, Massachusetts: Jobs for the Future.

> Provides a summary of a study to gather information on ten of the pioneering school-to-work programs. Focuses on the results of these programs over time on the various constituencies involved: students, employers, schools. The full report of the study is available from the publisher. (TLX-704)

Leary, M. (1996). *Turning Students Into Employees: The School-to-Work Payoff.* Waco, Texas: Center for Occupational Research and Development, Inc. (CORD).

> Traditionally schools have prepared students for college, however, only 20% of jobs of tomorrow will require college degrees. Examples of business/education partnerships developed by the National Tech Prep Network are given. (TLX-675)

Manning, R. C. (1994). *Schools for All Learners: Beyond the Bell Curve.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

For more than a decade experts have agreed that public education needs retooling. However, of the numerous reports published, few identified the real problems. This book offers a more accurate picture of the new mission public education should fulfill. (TLX-689)

Marshall, R. & Tucker, M. (1992). *Thinking for a Living: Education and the Wealth of Nations.* New York: Basic Books.

The United States lags behind many countries in realizing that the future belongs to societies that organize themselves for learning. Productivity is stagnant in the U.S. Proposals for policies and practices which will rebuild a world-class system are enumerated. (TLX-748)

Martin, D., Olthius, D., Robertson, D. & Turk, J. (1992). Beckerman, A., Davis, J. & Jackson, N. (eds.). *Training For What?: Labour Perspectives on Job Training.* (Our Schools/Our Selves Monograph Series; No. 11). Toronto, Ontario: Our Schools/Our Selves Education Foundation.

Questions whether Canada's training effort is really the key to a better economy. Labour supports training, but not as a substitute for sound economic policy which will create worker security and well-paid jobs in the future. (TLX-750)

McCall, J. (1994). *The Principal's Edge.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

Nine of the twenty-one domains of knowledge and skills of the National Policy Board for Educational Administration are covered in separate chapters. Improving leadership skills and transforming schools into "learning organizations" are the objectives of this publication. (TLX-684)

McCormick, B. L. (ed.) (1993). *Quality & Education: Critical Linkages.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

An in depth look at Total Quality Management as one of the many tools that exist to help in the restructuring of American education. (TLX-686)

Packer, A. H., Pines, M. W., Stluka, M. F. & Surowiec, C. (1996). *School-to-Work.* Princeton, N. J.: Eye on Education.

Suggests changes in the U.S. educational system to better prepare all students for work. Successful examples of such changes are cited. Four statewide plans which grew out of implementation grants offered to the states are described. (TLX-260)

Pawlas, G. E. (1995). *The Administrator's Guide to School-Community Relations.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

Positive relating with the school community is key to success for the school administrator. This book offers leadership help to the school principal developing a school-community relations plan. (TLX-679)

Provenzo, E. F. (1996). *The Educator's Brief Guide to Computers in the Schools.* Princeton, N. J.: Eye on Education.

Computers are now basic tools in education. This publication reviews for teachers and administrators the computer basics and applications. Tips for developing a technology plan for a school are given. A section covers adaptive technology and why it is important. (TLX-682)

Reich, R. B. (1992). *The Work of Nations: Preparing Ourselves for 21st Century Capitalism.* New York: Vintage Books.

Today's globalized economy may eliminate national economies as we have known them in the past. Describes this economic transformation and the changes it introduces. Skilled workers will be in demand and prosper. (TLX-695)

Schargel, F. P. (1994). *Transforming Education Through Total Quality Management: A Practitioner's Guide.* Princeton, N. J.: Eye on Education.

Tells the story of the transformation of George Westinghouse High School through the implementation of Total Quality Management. This inner city school in Brooklyn, New York, has won international acclaim and serves as a model for its achievements. (TLX-688)

Senge, P. M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization.* New York: Currency Doubleday.

Discusses the "Learning Organization." Offers theory and practice applicable to people within an organization committed to continuing to learn and thereby achieve personal and organizational aspirations. (TLX-701)

Smith, W. J. (1994). *The Educator's Guide to Implementing Outcomes.* (The Leadership & Management Series). Princeton, N. J.: Eye on Education.

History and definition of outcome-based education are given. Strategies for producing desired end results are discussed. (TLX-691)

Uchida, D., Cetron, M. & McKenzie, F. (1996). *Preparing Students for the 21st Century.* Arlington, Virginia: American Association of School Administrators.

Discusses the needs of today's students and schools. Knowledge and skills students will need in the job market of the future are outlined. Education of the 21st century will require all constituents to work together for success. (TLX-697)

Wexley, K. N. & Latham, G. P. (1991). *Developing and Training Human Resources in Organizations* (2nd ed.). New York: HarperCollins Publishers.

Guide to the theory and practice in the training and development field. Significantly expanded sections in the second edition reflect the increased emphasis on labor force training and development. (TLX-751)

Resource Catalog

(submitted separately)

Connectivity Component

TECHlinx Web Page

Sample Searches

TECHlinx Listserv Discussion Group

Handouts

TECHlinx Web Page

Technical Education Clearinghouse

About TECHlinx

NEW! - Tell us how we're doing, participate in the TECHlinx survey!

About | What's New | Events | Search | Products and Services | Links

Welcome to the TECHlinx Technical Education Clearinghouse. TECHlinx was established in 1995 with the mission of linking individuals and institutions statewide charged with building and improving the state's workforce development system to information and materials related to workforce education. TECHlinx Technical Education Clearinghouse is funded by a 1996 State Leadership Grant from The Texas Higher Education Coordinating Board and is maintained by a consortium of Austin Community College, Amarillo College, Laredo Community College and Tyler Junior College.

The economic well being of Texas depends on a prepared and well trained workforce. State agencies, community and technical colleges, school districts, universities, employers, labor and community-based organizations are all working to train Texas citizens for the jobs of the future. All are producing valuable research, model programs, curricula and skills standards. The TECHlinx Technical Education Clearinghouse is now the primary vehicle for sharing this vast array of materials and information in Texas.

The TECHlinx consortium is committed to providing a useful and up-to-date resource that reflects the issues and interests of workforce educators. We welcome your comments and suggestions. Please take a minute to fill out an evaluation of this web site. This information will help the TECHlinx staff to better meet the needs of its users.

[About | What's new | Events | Search | Products & Services | Links]

TECHlinx ● Austin Community College - Pinnacle Campus
7748 Hwy 290W ● Austin, TX 78736
Main: (512) 223-8402 ● Fax: (512) 301-2689
E-Mail: Director/TECHlinx ● Send comments to: webmaster

TECHlinx recommends Netscape, or a compatible browser.
We are always under construction.

**Technical
Education
Clearinghouse**

nx

What's New!

About | What's New | Events | Search | Products and Services | Links

Check this page regularly for new and valuable resources related to workforce education and development in Texas, the nation and the world. The TECHlinx staff has sifted through thousands of print and electronic documents from clearinghouses, web pages, agency publications, publishers, and periodicals to bring you this month's highlighted resources.

New from TECHlinx

The TECHlinx Resource Catalog is now available and free for the asking. Over 500 documents are described covering a wide range of workforce education topics. To request a copy, call TECHlinx at (512)223-8402 or E-Mail: pperry@austin.cc.tx.us

Check out the TECHlinx Lending Library. TECHlinx lending collection boasts over 35 titles by some of the most prominent authors writing on the subject of workforce education and education reform. Lending library materials may be borrowed for up to three weeks. Download a bibliography for the TECHlinx Lending Library or contact TECHlinx for more details.

Recently published materials

Series of 6 videos on work based learning inititiatives produced by the Upper Rio Grande Valley Tech-Prep Consortium. A video is dedicated to each of the following topics **Registered Apprenticeship, Student Nonpaid Internship, Cooperative Education, Student Shadow, Teacher Shadow, Student & Teacher Preparedness.** The tapes run approximately 7-8 minutes and can be used with students, educators, parents and employers. Tapes are $25/each or $150/set of 6. For more information, or to order the video series, contact Upper Rio Grande Tech Prep Consortium at (915) 774-0076.

Southeast Texas Tech Prep Consortium has produced a videotape designed to provide an overview of tech prep. The tape **Passport to a World of New Opportunities** runs 7 minutes. For a copy, contact Ray Brown, Southeast Texas Tech Prep Consortium at (409) 654-6425.

If you missed the workshops given by the Professional Development Management Institute this past year, you can order the "train-the-trainer" workshop handouts from TECHlinx. Workshop titles included: **A Guide for Effective Use of Advisory Committees, Career Counseling, Developing a Captstone Course, Integrating Workplace (SCANS) Competencies in the Curriculum, and Innovative**

Instructional Methodologies. To order copies of the workshop materials, contact TECHlinx at (512) 223-8402 or e-mail pperry@austin.cc.tx.us

Tech Prep Texas, Education That Works a new report from the Tech Prep/School to Work Initiative Management Project tracks the progress and impact of of the 25 regional tech prep consortia on education in Texas. For more information, contact Carrie Brown, Director at (409) 838-5555 ext. 305.

[**About** | **What's new** | **Events** | **Search** | **Products & Services** | **Links**]

TECHlinx ● Austin Community College - Pinnacle Campus
7748 Hwy 290W ● Austin, TX 78736
Main: (512) 223-8402 ● Fax: (512) 301-2689
E-Mail: Director/TECHlinx ● Send comments to: webmaster

TECHlinx recommends Netscape, or a compatible browser.
We are always under construction.

Technical Education Clearinghouse

Upcoming Events

About | What's New | Events | Search | Products and Services | Links

Texas Events

Tech Prep, School-to-Work: It's Working! Maintaining Momentum Conference, National Tech Prep Network

September, 21-23, San Antonio, TX
For more information, call (800) 972-2766

ASCD Conference on Teaching and Learning: Assessment

October 21-23, Dallas, TX
For more information, contact (800) 933-2723, then press 2, or email: member@ascd.org, or on the Internet

National Events

The National Leadership Forum-Education at Work: It's Everybody's Business, National School-to-Work Office and Ciba Educational Foundation

June 30-July 2, Long Beach, CA
For more information, contact Jobs for the Future at (617) 742-5995, or (617) 828-2676, or NCRVE at (800) 762-4093

Expanding Your Horizons: The Future of Workforce Preparation, 27th Vocational-Technical and Adult Education Conference

July 21-23, Hilton Hotel, Albuquerque, NM
Contact Barbara Taylor at (505) 535-2815 for more information

Equity in Education: Politics, Practices, Possibilities, NCSEE 17th Annual Conference

July 21-24, Hyatt Regency, Princeton, NJ
Contact Pat Mitchell at (609) 984-5908 or Craig Flood at (518) 786-3234 for more information

Strategies for Meeting the Career Development Needs of Adults and Out-of-School Youth, Center on Education and Work, UW-Madison, and AVA

July 22-26, Washington, DC
Call (800) 446-0399 for more information on the workshop

Developing and Delivering a Comprehensive K-12 Career Guidance Program for School-to-Work Transition, Center on Education and Work, UW-Madison, and AVA

July 29-Aug 2, Washington, DC
Call (800) 446-0399 for more information on the workshop

1996 Technical and Skills Training Conference and Exposition, American Society for Training and Development

September 18-20, Cincinnati, OH
For more information, contact (703) 683-8100 or American Society for Training and Development, 1640 King Street, Box 1443, Alexandria, VA 22313-2043

Annual Workforce Conference, National Alliance of Business

October 5-8, Los Angeles, CA
For more information, call (800) 787-2881

Career Expo 96, Federation of Conferences

October 21-26, Long Beach, CA
Contact (805) 549-9825 for more information

Occupations and Technology-Transforming Programs and Delivery, National Council for Occupational Education

October 24-26, St. Louis, MO
Please contact Jim Everett (email: everett@longview.cc.mo.us) for more information

Work Now and in the Future, Northwest Regional Educational Laboratory

November 4-5, Portland, OR
Contact Brenda Parker, Technical Assistant, NWREL 101 SW Main Street, Suite 500, Portland OR 97204 (800) 547-6339, ext. 591, or email: parkerb@nwrel.org, or on the Internet.

Partnerships for Success, AVA Annual Convention

December 4-8, Cincinnati, OH
Contact, AVA, 1410 King Street, Alexandria, VA 22314 (800)826-9972. Preconvention workshops: Partnerships in School-to-Careers Initiatives, Focusing on Student with Special Needs on December 4

Second International Conference on Academic/Vocational Curriculum

Integration with School-to-Work Transition, Authentic Assessment, and Tech Prep, National School Conference Institute

February 27-March 2, 1997, Radisson Hotel, New Orleans, LA
For more information, contact NSCI, PO Box 37527 Phoenix, AZ 85069-7527 (602) 371-8655, or email: NSCI1@aol.com

International Events

If you would like TECHlinx to post information about an upcoming meeting, workshop, conference or teleconference, e-mail TECHlinx with a brief description and a contact name.

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Search the TECHlinx Reference Materials Database

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The TECHlinx Reference Materials Database contains brief summaries of materials available from the TECHlinx Technical Education Clearinghouse as well as information on how to obtain related materials from other organizations, clearinghouses, web sites, publishers and institutions.

To search the Reference Materials Database, enter a word or phrase in the blank box. If you do not get the results you anticipated, try selecting a term from the Official TECHlinx Subject List.

Check out the TECHlinx Search Tips for even better search results.

Select a term from the Official TECHlinx Subject List or

Enter a word or phrase: ________ **to** Search **on all fields**

OR select the specific fields you wish to search by clicking on the blank boxes below:

- ☐ **Title**
- ☐ **Author**
- ☐ **Summary**
- ☐ **Publishers**
- ☐ **Year of Publication**
- ☐ **Place of Publication**

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Search Tips

for using the TECHlinx Reference Materials Database

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Important Information About the Reference Materials Database

- There are three search approaches for the TECHlinx database:

  1. enter a term and search the entire record.

  2. enter a term and search simultaneously one or several fields that you select, such as author, title, etc.

  3. select a term from the Official TECHlinx Subject List and click on that term. The search engine will pull up every record containing that term.

- TECHlinx provides a simple search engine. Boolean logic ("and" "or" "not") cannot be used. If you search a term of two words or more, they must appear in the record exactly in the order given. Records containing those words but not in sequence will not be retrieved.

  EXAMPLE: Searching for **professional development** will not retrieve a record containing, "...program for **professional** and personal **development**."

- Generally, the materials contained target the postsecondary level. However, secondary sources are being added and the staff can provide reference assistance in this area as well.

- Should your search fail to yield materials in your interest area, additional assistance is available from the TECHlinx-ACC reference staff. Contact us via telephone, fax, or e- mail at the numbers given at the bottom of every web page.

- If you wish to order materials located in the database, each record contains ordering information.

Quick Tips for Searching the Reference Materials Database

- If you get no results, try browsing the Official TECHlinx Subject List and clicking on an appropriate term from that list.

- If searching for materials from a particular state, type in the entire name of state (i.e., postal code abbreviations will not work), and search the Place of Publication. You may search here by a city as well as a state.
- If searching for the parts of a series, search the entire record using the series name.

Special tips for searching Perkins materials:

- For Perkins materials, the Institution which created the product is listed in the Author Field. Searching this field using an institution's name will compile a list of all products by that institution. To locate a product by the individual project director's name, search the entire record.
- To see if more documents relating to one particular Perkins project are entered in the database, search the Summary Field using the Perkins grant no. given at the end of the summary section of the record.

  EXAMPLE: ... (Perkins grant no.: **11130004**) Entering the eight-digit Perkins number and searching the **Summary Field** will locate several additional products related to this project.

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Official TECHlinx Subject List

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Products & Services

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TECHlinx offers a simple searching process on the TECHlinx Database, or our Gopher, as well as experienced staff to help you search through an endless variety of information resources, including networks, databases, and digital libraries.

- Descriptive database of available materials, searchable from this web page
- Electronic and print-based catalog of materials by subject.
- World Wide Web home page with links to state, national and international information related to technical and workforce education.
- Gopher and FTP site for downloading full-text documents.
- Knowledgeable staff to assist with information requests.
- A vast collection of materials in a variety of formats.

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LINKS to additional resources

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The TECHlinx staff has established links to additional resources accessible via the Internet. This list is by no means exhaustive. Rather, it is a sampling of technical education resources currently available on the Internet. Additional Internet resources can be accessed by a keyword search on the TECHlinx Reference Materials Database. We have attempted to arrange the links listed below by general subject area. If you do not find a particular link under one subject heading, try a related subject heading or search the TECHlinx Reference Materials Database.

- Career Assessment
- Curriculum
- Job Listings
- Newsgroups, list services and bulletin board systems
- Policy and Legislation
- Professional Development and Training
- Research (Academic)
- School-to-Work and Tech-Prep
- Skills Standards
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- State and National Government
- Workforce Development and Training

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Career Assessment

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CareerMosaic (United States)
This is a career search service for college (US) students.

Career Counseling - LITE
This service offers personal assessment as well as job searching and access to other career planning tools.

Career Mapper
Provides a service that evaluates skills, aptitudes and abilities.

The Internet Services List
Provides comprehensive list of career services on the internet.

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Job Listings

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America's Job Bank
America's Job Bank his collaborative effort linking 1,800 state employment service offices for the benefit of job searchers and employers. Job searches can be conducted by state, nationally or by job description or job code.

Career Resource Center - CareerNET ©
CareerNet provides job listings from across the United States as well as linkages to many career-related Web sites and services.

JobHunt
A comprehensive list of job search resources and services.

Job Searching Utilities
This is an annotated listing of on-line job and career information sources.

LU Job Web Servers List (United Statess)
This compendium of job listings and career information servers is annotated and indicates intended audience.

JobWeb
This is a job and career service run by the National Association of Colleges and Employers.

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Skills Standards

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Texas Skills Standards Research & Communications Project
This site provides information about the project as well as links to other relevant sites. Among them is the home page for the Council on Hotel, Restaurant and Institution Education Skills Standards Project.

Skills Standards Projects

Accountability System for Educator Preparedness (United States)
This site describes the Texas Education Agency's program for measuring the ability of teacher training facilities to produce teachers with learner-centered proficiencies.

SKILLSNET
Hosted by the American Training Standards Institute, the SKILLSNET site is dedicated to the development and advancement of skills and skill training.

Center For Occupational Research and Development
CORD is a non-profit public service organization addressing the technical education training and retraining needs of workers. The site offers access to several related sites. Topics include skills standardization and new and emerging technologies.

Professional Certifications & Affiliations
This is a list and description of various professional certifications and affiliations in the United States.

Developing Educational Standards for Schools
This is an annotated list of Web sites that have educational standards documents prepared by various state and professional organizations.

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School-to-Work and Tech-Prep

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Texas Toolbox
The web page provides links to information about School-to-Work, from basic definitions to legislation plus the results of a 15 state evaluation of programs.

School-to-Work Opportunites
Sponsored by the U.S. Department of Education and Department of Labor, the School-to-Work Opportunities web page provides general information about the School-to-Work Innitiative as well as pertinent publications, research materials, and practices across the country.

National Center for Research in Vocational Education
NCRVE is a center for research and development in work-related education. The site provides a database of available materials, on-line publications and information of general interest.

Center on Education and Work
The Center provides access to information in the areas of School-to- Work, Tech Prep and Coordinated Workforce Development. The site offers free and low cost publications, program information and access to other education Web sites.

School-to- Work Transition
This North Central Regional Educational Laboratory site includes access to many school-to-work resources including the the NCREL paper, "Preparing Students for Work in the 21st Century". There are also bibliographies of printed and audio-visual materials .

National Tech Prep Network
A network of communication for new and existing tech prep programs. The network sponsors national conferences, workshops, and publications.

North Central Regional Educational Laboratory (NCREL)

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Curriculum Publications Clearinghouse

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Policy and Legislation

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Employment and Training Administration Legislation Page

Daily Report Card - Index
The United States National Education Goals Panel publishes the Daily Report Card three times weekly. The index connects you with on-line news media coverage of K-12 education across the US. The site also provides some links to sites on educational technology.

AACC Legislative Page

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Workforce Development and Training

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Texas Workforce Commission - Quality Workforce Planning
Search for Texas' Industries and Occupations. Quality Workforce Planning committees use a detailed economic model each year to identify key regional industries and then select targeted jobs within those industries. The QWP director's name phone, address, fax number and email (if available) are given for each of 24 regions. For more information please contact: Dave Kinnaman 512/463-9321 voice 512/475-3575 fax E-mail kinnaman@tenet.edu or kinnaman@world.std.com

EcoNet - Texas Gulf Coast Community College Consortium
Econet is a source of information exchange between employers, students, and community service agencies and links coordinated workforce, economic and career development databases . It also provides access to training resources in the Texas Gulf Coast region. (not currently updated)

Training Technology Resource Center
Sponsored by the U.S. Department of Labor and U.S. Department of Eudcation, this web site contains links to labor market information, JTPA, Skills Standards and Certification, and School-to-Work information

O*NET--The Occupational Information Network
This site replaces is American Dictionary of Occupational Titles (DOT). It provides a comprehensive database that identifies and describes information about occupations, worker skills and training requirements.

America's Labor Market Information System
This is a comprehensive site providing an integrated vision of labor market information.

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Professional Development and Training

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Texas Workforce Education Consortium
The Texas Community and Technical College Workforce Education Consortium promotes the development of quality workforce education programs through curriculum and professional development. The web page contains links to vocational education documents, consortium newsletter and related sites.

Training and Development
This is the home page for the Listserv, TRDEV-L. It provides comprehensive information, and links to sites in this field.

Human Resource Resources on the Web
Sponsored by Society for Human Resource Management, the site offers linkages to Web sites and resources on a variety of subjects in human resource management.

The Catapult
This site is a "springboard" to frequently-visited sites for career services professionals.

The Human Resources Community Network (United States)
This site offers resources and networking opportunities to human resources professionals.

Training and Development Model Programs

Bushwick High School (United States)

Bushwick High School in Brooklyn, New York, offers innovative programs to prepare its students for the work world. The Web site profiles some graphic arts students' work.

Los Angeles Educational Partnership

LEAP is a non-profit fund committed to developing a high quality education system for Los Angeles children. The site offers information about the organization's education reform programs.

The Career Information System

This Orgegon-based computerized career service has been a model for services in other states. It also offers several career planning products

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- Texas Education Agency
- Texas Employment Commission
- The Texas Higher Education Coordinating Board
- Texas State Occupational Information Coordinating Committee (SOICC)
- US Department of Education linkages

This site, maintained by the US Department of Education's network communications project, provides access to a range of educational resources materials and general information.

- U.S. Department of Education with links to GOALS 2000,School-to-Work Internet Gateway
- Bureau of Census
- Bureau of Labor Statistics

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Academic Research

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Cisco Educational Archives and Resources

- EDUCOM
- AskERIC
- ERIC Clearinghouse on Assessment and Evaluation
- ERIC Clearinghouse for Community Colleges

- Texas University Libraries
    - Angelo State University
    - East Texas State University
    - Lamar University - Beaumont
    - Lamar University - Orange
    - Prairie View A&M University
    - Sam Houston State University
    - Southwest Texas State University
    - Stephen F. Austin State University
    - Sul Ross State University
    - Texas A&M International University
    - Texas A&M University
    - Texas A&M University - Corpus Christi
    - Texas A&M University - Galveston
    - Texas A&M University - Medical Sciences Library
    - Texas Southern University
    - Texas Tech University
    - Texas Tech University - Law
    - Texas Tech University Health Science Center
    - Texas Woman's University
    - University of Houston
    - University of Houston - Downtown
    - University of Houston - Law
    - University of North Texas
    - University of North Texas - Health Science Library
    - University of Texas HC at Tyler

- University of Texas HSC at Houston - Dental Branch
- University of Texas HSC at Houston - Psychiatry
- University of Texas HSC at Houston - Public Health
- University of Texas HSC at San Antonio
- University of Texas Medical Branch at Galveston
- University of Texas Pan American
- University of Texas Southwestern Medical Center - Dallas
- University of Texas at Arlington
- University of Texas at Austin
- University of Texas at Austin
- University of Texas at Austin - Law
- University of Texas at Dallas
- University of Texas at El Paso
- University of Texas at San Antonio
- University of Texas at Tyler
- University of Texas of the Permian Basin
- West Texas A&M University

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Special Populations:

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National Center for Research in Vocational Education - Office of Students Services

Job Accomodation Network
The JAN web page provides information about job accomodations and the employability of people with disabilities, as well as links to related sites.

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Listservs etc.:

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- Subscribe to the TECHlinx discussion list

- Skillsnet

An ongoing electronic conference (listserv) for Skills Development

- Texas Community and Technical Colleges - Institutional Research

- Hi-TEC bulletin board system

- Texas School-to-Work Discussion Group (TexSTW)

- Training and Development (TRDEV-L)

- VOCNET

Discussion list for the National Center for Research in Vocational Education. The service is an electronic networking forum for education professionals. Various education professionals' associations and on-line resources are available at the site.

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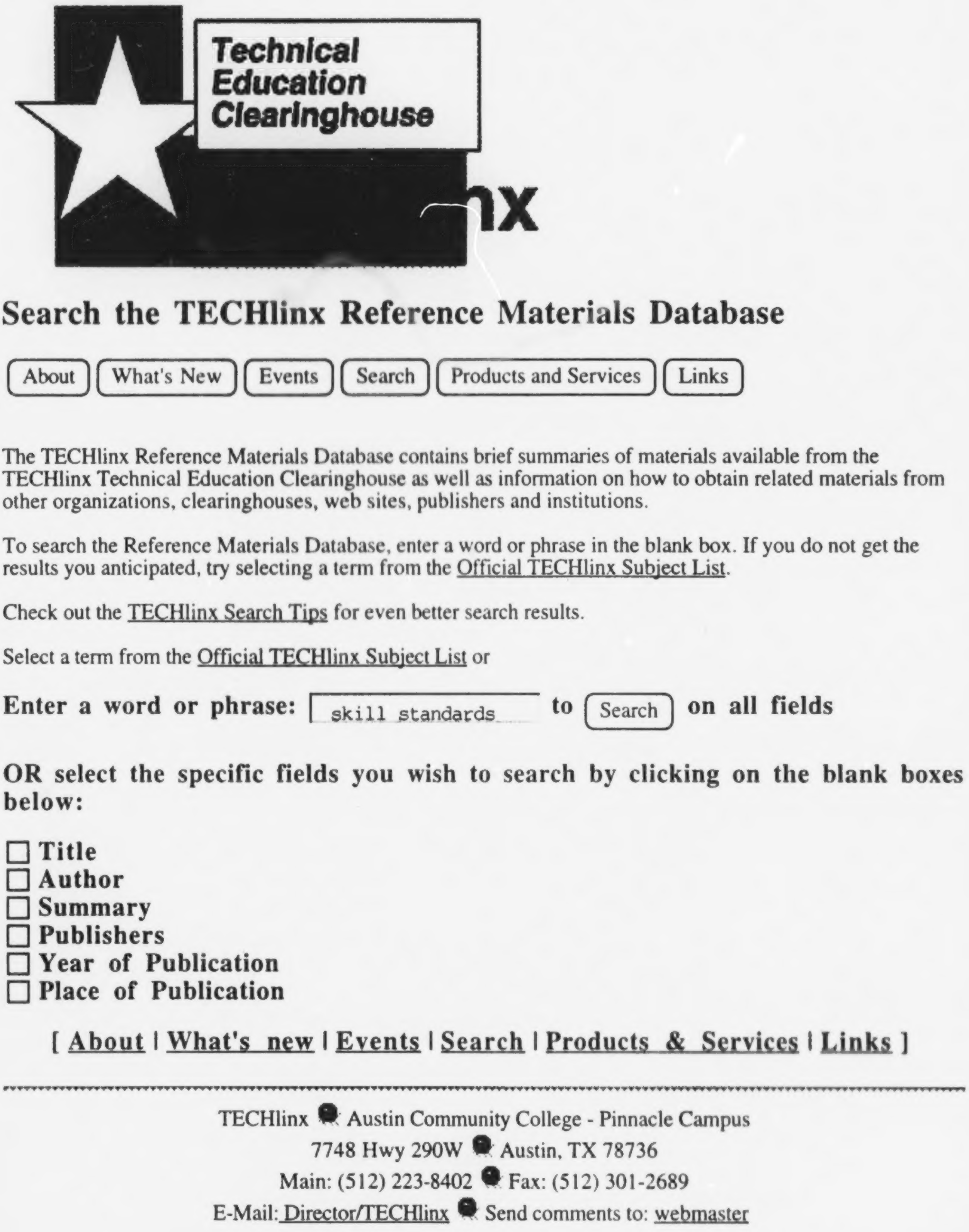
Sample Searches

SAMPLE SEARCH



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Select a term from the Official TECHlinx Subject List or

Enter a word or phrase: skill standards **to** Search **on all fields**

OR select the specific fields you wish to search by clicking on the blank boxes below:

- ☐ **Title**
- ☐ **Author**
- ☐ **Summary**
- ☐ **Publishers**
- ☐ **Year of Publication**
- ☐ **Place of Publication**

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The Technical Education Clearinghouse for Texas

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Search Results

59 records matched.

Personnel Development Based on SCANS Research: Training Guide

Personnel Development Based on SCANS Research: Final Report

Partnership to Pave the International Information Highway: The Telecommunications Industry--Partnership Opportunities for Texas Community Colleges and Technical Colleges

Learning to Read Automotive Publications

Item Banking Manual: Defining and Converting Employer Standards and Expectations into Student Performance Outcomes in Competency-Based Instruction

Competency-Based Instruction: Workshop Participation Handouts

Integrating Basic Skills with Technical / Vocational Instruction: Workshop Participation Handouts

Assessment of Competency-Based Instruction in Mental Health Technology: Executive Summary

Assessment of Competency-Based Instruction in Mental Health Technology: Final Report

Learning to Read Computer Publications

Learning to Read Fashion Publications

Texas Skill Standards and Certification Project: Executive Summary

Texas Skill Standards and Certification Project: Occupational Profile Handbook for Meeting Planners

Texas Skill Standards and Certification Project: Curriculum Guidelines and Enhanced Meeting Planning Curriculum

Texas Skill Standards and Certification Project: Testing & Certification Strategies

Texas Skill Standards and Certification Project: Professional Development Plan

Texas Skill Standards and Certification Project: Final Report

Defining Generic Workplace Competencies for Infusion in the High Technology Curricula Offered by State Community and Technical Colleges

Defining Generic Workplace Competencies for Infusion in the High Technology Curricula Offered by State Community and Technical Colleges: Final Report

Center for Occupational Research and Development

Training Technology Resource Center

Standards, Planning and Analysis of Human Resources Development Canada

Texas Skill Standards Research and Communications Project

Texas Skill Standards and Certification Project: Orientation Handbook

Texas Skills Standards and Certification Project Evaluation: Executive Summary

Texas Skills Standards and Certification Project: Evaluation I

Texas Skills Standards and Certification Project: Evaluation Phase II

Skill Standards and Certification Project: Executive Summary

Texas Skill Standards and Certification Project: Final Document

Texas Skill Standards and Certification Project: Final Detailed Report

Texas Skill Standards and Certification Project: Executive Summary

Texas Skill Standards and Certification Project: Occupational Profiling Handbook

Texas Skill Standards and Certification Project: Enhanced Curriculum Package

Texas Skill Standards and Certification Project: Testing and Certification Strategies

Texas Skill Standards and Certification Project: A Professional Development Plan to Help Faculty Integrate Enhanced Curricula on Workplace Instruction into Current Occupational/Technical Curricula

The Score System: Final Report

Lower Rio Grande Tech Prep Spring Conference Workbook, Harlingen Texas, April 25 26,

1995

South Plains Tech Prep Spring Conference Workbook, Lubbock Texas, June 1 -2 1995

Skill Standards for Agriscience/Biotechnology

Skill Standards for the Air Conditioning, Refrigeration, and Power Industries

Skill Standards for the Automotive, Autobody and Truck Technician Industry

Skill Standards for the Bioscience Industry

Skill Standards for Computer Aided Drafting and Design (CADD)

Skill Standards for the Chemical Process Industries

Skill Standards in the Electrical Contracting Industry

Skill Standards for the Electronics Industry

Skill Standards for the Electronics Industry

Skill Standards for Supermarket Careers

Skill Standards for Health Science and Technology

Skill Standards for the Human Services Industry: Beginning and Mid-Level Direct Care Staff

Laborers-AGC Industry Standards Program

Skill Standards in the Industrial Laundry Industry

Skill Standards for Advanced High Performance Manufacturing Jobs

Skill Standards in the Metalworking Industry

Industry and Education Standards for Photonics Technicians

Skill Standards for the Printing Industry

Skill Standards for the Retail Industry

Skill Standards for the Hospitality and Tourism Industry

Skill Standards for Entry Level Welders

Personnel Development Based on SCANS Research: Training Guide
Teddlie, J. & Lovelace, B. E.
(June 1995)
Denton, Texas : University of North Texas

This training guide outlines a training program designed to develop community and technical college facultys knowledge and skills required to implement and integrate Secretarys Commission on Achieving Necessary Skills (SCANS)defined workplace competencies. It contains the following sections: 1) guide for the facilitator of the training session, which delineates the pre-workshop activities and arrangements needed, provides a suggested agenda, suggested presentation procedures, a glossary, and ice-breaking activities; 2) federal and state (of Texas) legislative initiatives geared toward achieving workplace competencies; 3) a discussion of SCANS research, Workforce 2000, America 2000, and skill standards and certification projects, as well as a glossary of core terms; and 4) a discussion of various curriculum enhancement techniques, including a discussion of the process used to develop the Occupational Analysis Handbook for Electrical Engineering Technicians. A glossary of terms, resources, bibliography, handouts, and transparency masters are included. There is also a final report , which contains an executive summary, on this project. (Perkins grant no.: 55120004.) (JA)

Collation/Price: TLX-15, 225 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Personnel Development Based on SCANS Research: Final Report
Teddlie, J., Lovelace, B. E., & LaBrecque, S. V.
(June 1995)
Denton, Texas : University of North Texas

This final report documents the design and implementation of Personnel Development Based on SCANS Research, a series of six one-day workshops designed to develop community and technical college facultys knowledge and skills regarding the Secretarys Commission on Achieving Necessary Skills (SCANS). Extensive appendices give samples of letters, forms, fliers, and lists of committee members and participants. The report makes recommendations based on participants evaluations and comments. Related products: training guide with separate executive summary. (Perkins grant no.: 55120004.) (JA)

Collation/Price: TLX-16, 101 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Partnership to Pave the International Information Highway: The Telecommunications Industry--Partnership Opportunities for Texas Community Colleges and Technical Colleges
Morrison, W. D.
(June 1995)
Mesquite, Texas : Eastfield College - DCCCD

This technical report provides a detailed overview of the telecommunications industry with a focus on current trends and technological opportunities. It is part of a project to define national/ international skill standards for the telecommunications technology programs and pave the international highway for free trade, quality, and competitive training. The report includes definitions of selected technologies, such as voice technology and Integrated Services Digital Network (ISDN), and information on telecommunications services, telecommunications, and navigation equipment. It also includes a detailed job description for the occupation of International Telecommunications Production Technician. As an addendum, the report has a list of 1,288 Texas companies comprising the states telecommunications and electronics components manufacturing sectors. These include firms in the Standard Industrial Classification categories of Telephone and Telegraph Apparatus, Radio and Telephone Communications Equipment, Search and Navigation Equipment, and Electronic Components. The company information includes, address, executive, SIC, description of the company, and the company profile. (Perkins grant no.: 55130005) (SR)

Collation/Price: TLX-37, 107 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Learning to Read Automotive Publications
Faulkner, A. B., Lee, L. H., & Brisley, P.
(1992)
Farmers Branch, Texas : Brookhaven College - DCCCD

This is one of the three developmental reading resource manuals occupationally specific, containing reading samples which include on-the-job and textbook materials plus directed assignments to develop independent reading skills. The guides are at three level different levels of support: level 1 provides considerable support and direction in mastering a text, level 2 supplies some support and direction but require greater student independence, and level 3 requires the greatest independence, merely reminding students of the need to choose effective strategies before, during, and after reading. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given in these guides. This is followed by chapters from textbooks, articles from newspapers and other publications on automotive technology, and accompanying exercises called guides according to the three levels. Other related products of this series are: Learning to read Computer Publications, Learning to read Fashion Publications. (Perkins grant no.: 22110006) (SR)

Collation/Price: TLX-69, 66 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Item Banking Manual: Defining and Converting Employer Standards and Expectations into Student Performance Outcomes in Competency-Based Instruction

(1990)
Mt.Pleasant, Texas : Northeast Texas Community College

This is the manual of a project to develop item banking, a process which would help generate student evaluation instruments customized to student progress faster. Item banking is developed to receive rapid feedback concerning program accountability, and to students concerning their progress reinforcing good instruction. A chart modeling the steps of a process for adapting and up-dating test items keyed to competencies in competency-based vocational education (CBVE), described in separate sections each including guidelines for implementation are given. The steps are: develop competencies and employer standards; determine testing needs and item formats; develop categorization and calibration systems; review items for quality and technical content; build the item bank based on previous decisions; and student performance and program accountability. Also included is a list of references. (Perkins grant no.: 00130005) (SR)

Collation/Price: TLX-70, 37 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Competency-Based Instruction: Workshop Participation Handouts
Travis, E.
(1991)
Mt. Pleasant, Texas : Northeast Texas Community College

This workshop participation handout is a product of a collaborative effort between Northeast Texas and East Texas State University to provide professional development workshops in developing, implementing, and evaluating competency-based curriculum for technical and vocational faculty. Included in this guide are 45 handouts given out during the workshop all related to competency-based curriculum such asdeveloping, implementing, and evaluating of the curriculum. (Perkins grant no.: 11120004) (SR)

Collation/Price: TLX-71, 75 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Integrating Basic Skills with Technical / Vocational Instruction: Workshop Participation Handouts
Travis, E.
(1991)
Mt. Pleasant, Texas : Northeast Texas Community College

This workshop participation handout is a product of a workshop conducted to improve the skills of academic and technical faculty and to provide greater integration of basic skills instruction within the technical and vocational education curriculum. A brief section on findings from the review of the literature and four instructor competencies are given. The handouts are grouped by three task objectives: the first task, participant teams (one basic skills instructor and one occupational instructor per team) will identify two basic skills used in the performance of two occupational tasks performed by a student in an occupational course (35 pages); second task, participant teams will identify the relationship and application of basic skills to occupational tasks (10 pages); and the third task, participant teams will develop instructional materials to be used by an instructor of basic skills that will assist students in understanding the relationship and application of basic skills to occupational tasks (48 pages). References (20 pages) are also given. (Perkins grant no.: 11120005) (SR)

Collation/Price: TLX-72, 117 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Assessment of Competency-Based Instruction in Mental Health Technology: Executive Summary
Linn, L.
(June 1995)
Denison, Texas : Grayson County College

This is the executive summary of a project to conduct a statewide evaluation to determine if the Mental Health Technologies programs are competency-based and the extent and use of the effectiveness of performance standards. Project overview, goals, objectives, history, outcomes, conclusions, and recommendations are given briefly. Included in the appendices are: brochure of the project; Texas public community and technical colleges participating in the project; summary of responses on survey; final round of competencies; and field testing results. Other related product of this series is a Final Report. (Perkins grant no.: 55130004) (SR)

Collation/Price: TLX-80, 45 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Assessment of Competency-Based Instruction in Mental Health Technology: Final Report
Linn, L.
(June 1995)
Denison, Texas : Grayson County College

This is the final report of a project to conduct a statewide evaluation to determine if the Mental Health Technologies programs are competency-based and the extent and use of the effectiveness of performance standards. Included in this report are brief chapters on introduction and background, procedure to achieve the objectives of the project (21 pages), presentation of findings (29 pages), summary, conclusions, and recommendations. The appendices include: final round of competencies; example of assessment questionnaires; Texas public community and technical colleges participating in research project; quarterly reports, agendas, and minutes; responses and degree of implementing data for deans, instructors, adjuncts, and all; third party evaluation; and SCANS workplace competency skills. Other related product of this series is an Executive Summary. (Perkins grant no.: 55130004) (SR)

Collation/Price: TLX-81, 200 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Learning to Read Computer Publications
Faulkner, A. B., Lee, L. H., & Johnson, M.
(1992)
Farmers Branch, Texas : Brookhaven College - DCCCD

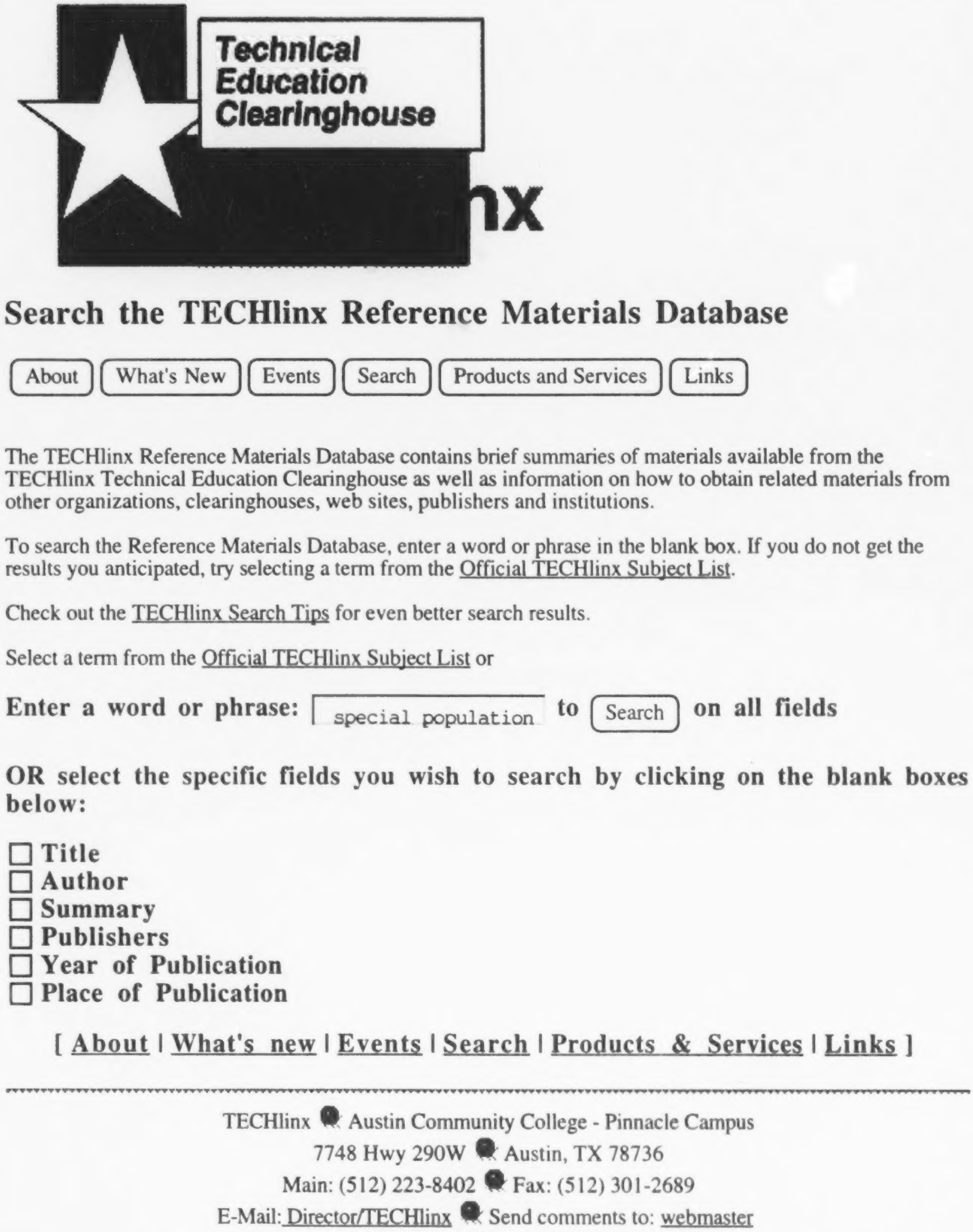
This is one of the three developmental reading resource manuals occupationally specific, containing reading samples which include on-the-job and textbook materials plus directed assignments to develop independent reading skills. The guides are at three level different levels of support: level 1 provides considerable support and direction in mastering a text, level 2 supplies some support and direction but require greater student independence, and level 3 requires the greatest independence, merely reminding students of the need to choose effective strategies before, during, and after reading. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given in these guides. This is followed by chapters from textbooks, articles from newspapers and other publications, and accompanying exercises called guides on computer technology according to the three levels. Other related products of this series are: Learning to read Automotive Publications, Learning to read Fashion Publications. (Perkins grant no.: 22110006) (SR)

Collation/Price: TLX-85, 65 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Learning to Read Fashion Publications
Faulkner, A. B., Lee, L. H., & Sullivan, M.
(1992)
Farmers Branch, Texas : Brookhaven College - DCCCD

This is one of the four developmental reading resource manuals occupationally specific, containing reading samples which include on-the-job and textbook materials plus directed assignments to develop independent reading skills. The guides are at three level different levels of support: level 1 provides considerable support and direction in mastering a text, level 2 supplies some support and direction but require greater student independence, and level 3 requires the greatest independence, merely reminding students of the need to choose effective strategies before, during, and after reading. Notes to the instructor and to the student, annotated bibliography, reference bibliography, and student reading inventory are given in these guides. This is followed by chapters from textbooks, articles from newspapers, and other publications on fashion merchandising, and accompanying exercises called guides according to the three levels. Also included in this guide is a brochure about Liz Claiborne company. Other related products of this series are: Learning to read Automotive Publications, Learning to read Computer Publications. (Perkins grant no.: 22110006) (SR)

SAMPLE SEARCH



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Improvement of Special Populations Coordinators: Final Report

Improvement of Special Populations Coordinators: Trainers Manual and Participants Guide

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Case Management and Intake Interview

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Assessment and Care Plan Development

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Implementation, Monitoring, Reassessment, Closure, and Evaluation

Tutor Training for Occupational Students with Learning Disabilities: Handbook

CADRE Training for Personnel Delivering Services (ADA)

Participants Workbook: Personnel Development for Staff Delivering Special Populations Services

ESL Staff Development: Assist LEP Students to Access Training for Tomorrows Jobs

Insuring Success Serving the Disadvantaged and Handicapped Voc/Tech Student: Final Report

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Inclusion/Detracking: A Resource Guide

A School-to-Work Resource Guide: Focusing on Diversity

Tech Prep Statewide Professional Development, Year III: Final Report for Program Year, July 1994 June 1995

Improvement of Special Populations Coordinators: Final Report
Teddlie, J. & La Brecque, S. V.
(June 1994)
Denton, Texas : University of North Texas

This report documents the planning and implementation of the Improvement of Special Populations Coordinators Professional Development Project. The project consisted of a series of workshops offered to special populations coordinators. These workshops were conducted by a cadre of trainers who were trained as workshop coordinators as a part of this project. Goals and tasks are described and documentation relating to implementing the project are given, including committee meeting minutes, professional improvement needs assessment survey instrument and assessment results, workshop flier, sample forms and letters, evaluation forms and results, and budget information. A related produce is the Improvement of Special Populations Coordinators: Trainers Manual and Participants Guide. (Perkins grant no.: 44120005.) (JA)

Collation/Price: TLX-11, 115 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Improvement of Special Populations Coordinators: Trainers Manual and Participants Guide
Teddlie, J. & Stovall, P. W.

(June 1994)
Denton, Texas : University of North Texas

This project documented an emerging occupation that has grown out of the Perkins Act, the position of special populations coordinator. While counselors or teachers may be hired for this new position, programs do not exist to prepare them effectively to carry out specific functions they are mandated to perform. This project was designed to remedy this situation by developing training workshops for special populations coordinators. In order to conduct the workshops, a cadre of professionals were trained as presenters. This guide gives a detailed presentation plan for the workshops. Other portions of the guide are devoted to a review of the laws, acts, rules, and state documents relating to the services and educational needs of special population students. Remaining sections provide information about documents used with special populations, data collection, proposal writing, staff development, a glossary, a resource list, and pages from which transparencies can be produced. A related product is the Improvement of Special Populations Coordinators: Final Report. (Perkins grant no.: 44120005.) (JA)

Collation/Price: TLX-12, 380 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Case Management and Intake Interview
Lusky, R. A., Louis, D. R., & Boyd, D. S.
(1995)
Denton, Texas : University of North Texas

Module I of three training modules developed to prepare case managers coordinating community-based programs for the elderly has information on foundations of case management and intake interview. The topics included in this guide are: objectives of the training session, definition and origins of case management, educational profile of case managers, components of Case Management, legal and ethical issues, profile of typical case Management consumer, key players in Case Management, case load, case mix, and time utilization. It also includes objectives of intake interviews, basic interviewing skills, and screening for eligibility. Overhead transparencies used for training are also included. The final report of this project (22 pages) is available on request and includes the executive summary, project objectives and achievements, project evaluation, conclusions, implications, and recommendations. This report also includes a brochure on case management and a form for evaluation of the training session. Other products of this project are Module II, on Assessment and Care Plan Management, and Module III, on Implementation, Monitoring, Reassessment, Closure, and Evaluation. (Perkins grant no.: 55110004) (SR)

Collation/Price: TLX-32, 151 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Assessment and Care Plan Development
Lusky, R. A., Louis, D. R., & Boyd, D. S.
(1995)
Denton, Texas : University of North Texas

Module II of three training modules developed to prepare case managers coordinating community-based programs for the elderly has information on assessment and care plan development. The topics included in this guide are: role of assessment, value and rationale for elderly assessment, concepts of aging and personality, aging and intelligence, sociometric assessment, functional assessment, and assessment in the public sector by case managers. Other information available is on age related changes, both mental and physical, and writing the care plan. Also included in this module is a multi-dimensional client assessment form from the Texas Department of Aging and a care management agreement form. Overhead transparencies used for training are also included. The final report of this project is also available and includes the executive summary, objectives and achievements, project evaluation, conclusions, implications, and recommendations. This report also includes a brochure on case management and a form for evaluation of the training session. Other products of this project are Module I, on Case Management and Intake Interview, and Module III, on Implementation, Monitoring, Reassessment, Closure, and Evaluation. (Perkins grant no.: 55110004) (SR)

Collation/Price: TLX-33, 162 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

A Standardized Certification Program for Case Managers Serving Frail Elderly Texans: Implementation, Monitoring, Reassessment, Closure, and Evaluation
Lusky, R. A., Louis, D. R., & Boyd, D. S.
(1995)
Denton, Texas : University of North Texas

Module III is one of the three training modules developed to prepare case managers coordinating community-based programs for the elderly. The main sections of this module are: implementation; monitoring includes overview, types of monitoring, frequency of home visits, and monitoring and communication; reassessment includes reasons for reassessment, focal topics, and frequency of reassessment; closure includes preparation and common reasons for case closure, methods for maintaining contacts, and maintaining relationships following closure; and evaluation of case management activities includes components of program evaluation and quality assurance, total quality management and continuous quality improvement, Demings fourteen points and seven deadly diseases, and principles of continuous quality improvement. A final report of this project is also available on request and includes the executive summary, project objectives and achievements, project evaluation, conclusions, implications, and recommendations. This report also includes a brochure on case management, and a form for evaluation of the training session. (Perkins grant no.: 55110004) (SR)

Collation/Price: TLX-34, 100 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Tutor Training for Occupational Students with Learning Disabilities: Handbook
Geisel, V., Hawkins, R., & Diamond, R.
(1995)
Tyler, Texas : Tyler Junior College

This handbook is a product of a grant to train tutors help students with learning disabilities. The introductory section of the handbook gives general information on how the program is intended to work, both locally and on a state-wide level, the role peer tutors can play, and how to use the handbook and the video, which is another product of the grant. Also included is information on how to build a colleges tutor training program. The major sections of this handbook are: learning disabilities in general; specific learning disabilities includes dyslexia, dysgraphia, dyscalculia, scotopic sensitivity syndrome, and attention deficit disorder; affective skills includes methods for identifying and dealing with affective skills; and cognitive study skills includes a number of specific study skills and tools students and their tutors can practice together. And finally a number of appendices follow which offer information to specific groups, like administrators, peer tutors, classroom instructors, and counselors, regarding students with learning disabilities. References and resources are included at the end. A final report of this project (80 pages) is available on request and includes an executive summary, detailed video scripts, outline for the handbook, evaluation form, and conclusions. Also available is a video tape, A tutors workshop which accompanies the handbook. The video is divided into 7 separate lesson plans, each dealing with an issue or area covered in this handbook. (Perkins grant no.: 55120003) (SR)

Collation/Price: TLX-35, 218 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

CADRE Training for Personnel Delivering Services (ADA)
Porter, D.
(January 1995)
Marshall, Texas : Texas State Technical College

This manual is intended for personnel serving students with disabilities enrolled in community and technical colleges throughout Texas. The main outlines for this manual are: legislation; specific disability categories; disability awareness/etiquette; support program development, student communication issues; employment issues; presentation skills for training the trainer; resources for faculty to use in dealing with students with disabilities, such as assistive technology training module. A final report is also available on request and includes an executive summary, a narrative report, an evaluation report, conclusions, and recommendations. (Perkins grant no.: 55120005) (SR)

Collation/Price: TLX-36, 650 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Participants Workbook: Personnel Development for Staff Delivering Special Populations Services
Foreman, J., & Speed, S.
(1993)
Marshall, Texas : Texas State Technical College - East Texas Center

This workbook was designed to for use in training special populations coordinators and was used in conjunction with a series of workshops offered in Spring, 1993. Included are an overview and five modules: Module 1: Marketing/Recruitment/Assessment; Module 2: Counseling/Support Services; Module 3: Instructional Services; Module 4: Employment Services/Job Development/Placement; Module 5: Organization/Data Management/Reporting; and extensive appendices containing definitions and background information, and special populations tracking information. (Perkins grant no.: 33120003) (JA)

Collation/Price: TLX-44, 150 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

ESL Staff Development: Assist LEP Students to Access Training for Tomorrows Jobs
Muha, S., Binder, A., & Clements, C.
(1993)
Dallas, Texas : Richland College - DCCCD

This manual is designed for use by persons with inservice experience and with basic knowledge of cross-cultural education, language acquisition and vocational training for special populations. The workshop model included was designed to train teachers in developing effective programs and support services to meet the needs of the LEP population in Texas. The manual includes: sample planning materials, i.e., agenda, needs assessment, and evaluation forms for each module; Module 1: Overview of Successful Vocational Training Programs for LEPs; Module 2: Career Interest Testing; Module 3: Language Testing; Module 4: Career Counseling Strategies for the LEP; and the final section which has an action plan, bibliography, and listing of information and materials clearinghouses. (Perkins grant no.: 33120002) (JA)

Collation/Price: TLX-45, 105 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223-8402

Insuring Success Serving the Disadvantaged and Handicapped Voc/Tech Student: Final Report
Sydnor, G. L. & Friery, G.
(July 1992)
Houston, Texas : San Jacinto College

This is the final report of a grant to determine which supportive services would have the most positive impact on the retention of educationally and economically disadvantaged students. Project objectives, evaluation which contains pertinent statistical data, and a discussion of the effects of the project are included. Also included in the appendix are the raw data and a suggested essential life skills course curriculum. (Perkins grant no.: 22140011) (SR)

Collation/Price: TLX-57, 48 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Tech-Prep Intergenerational Curriculum Development Project: Final Report

(August 1995)
Lubbock, Texas : Texas Tech University

This is the final report of a project to develop a competency-based curriculum for intergenerational professions program and conduct professional development workshops to provide training on the use of the instructional guide. The final report includes brief sections on summary of the project, evaluation results, conclusions and recommendations (22 pages). The appendices include: three information packets containing information on career pathway, intergenerational professions scope and sequence, sample teaching strategies, secondary and postsecondary competencies, articulation models / six-year plans, resources, and news releases. These competencies were identified from a task analysis survey of health care professionals, secondary and postsecondary educators, and professionals in related fields. (Perkins grant no.: 55170031) (SR)

Collation/Price: TLX-64, 75 pages
TECHlinx, Austin Community College - Pinnacle Campus, 7748 Hwy 290W, Austin, TX 78736 (512) 223 8402

Integrating Academic Skills into Voc / Tech Programs

(August 1992)
Paris, Texas : Paris Junior College

TECHlinx Listserv Discussion Group

WELCOME TO THE TECHlinx LIST SERVICE

The TECHlinx staff is committed to providing a continuing, up-to-date source of information regarding technical education and workforce education ans serve as a resource to support research in technical education. This list service is intended to bring the staff and interested subscribers together in a dialog to promote the objectives of the service.

Thank you for subscribing!

Questions? Email Pamela Perry, TECHlinx Project Director, at:
pperry@austin.cc.tx.us
or call Austin Community College at:
512-223-8400

You may also obtain a list of the most commonly used commands for the list by sending a piece of email to: majordomo@actx.edu with the following message in the body of the mail: help. Majordomo will respond with the following email:

```
This is Brent Chapman's "Majordomo" mailing list manager, version 1.93.

In the description below items contained in []'s are optional. When providing the
item, do not include the []'s around it.

It understands the following commands:

  subscribe <list> [<address>]
    Subscribe yourself (or <address> if specified) to the named <list>.

  unsubscribe <list> [<address>]
    Unsubscribe yourself (or <address> if specified) from the named <list>.

  get <list> <filename>
    Get a file related to <list>.

  index <list>
    Return an index of files you can "get" for <list>.

  which [<address>]   Find out which lists you (or <address> if specified) are
on.

  who <list>
    Find out who is on the named <list>.

  info <list>
    Retrieve the general introductory information for the named <list>.

  lists
    Show the lists served by this Majordomo server.

  help
    Retrieve this message.
```

techlinx@actx.edu

Subscribing to the TECHlinx List Service

The TECHlinx List Service is an e-mail based discussion group with the goal of promoting the free exchange of ideas and information on workforce education resources. We encourage you to use the list service for the following:

- Ask questions of the Clearinghouse staff;
- Share information on useful documents and resources with subscribers and TECHlinx staff;
- Exchange ideas on new topics in workforce education;
- Highlight exemplary or model programs;
- Make suggestions for the improvement of TECHlinx products and services.

You can join the TECHlinx list service by sending an e-mail message to

majordomo@actx.edu

In the body of the message type ***subscribe techlinx <your address>***

i.e. *subscribe techlinx cperkins@perkins.texas.gov* .

Leave the subject line blank. You will receive a message confirming your subscription.

To send a message to the group once you have subscribed, send e-mail to

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For more assistance, contact George Mason at Amarillo College, (806)371-5151 or e-mail him at ***gemason@actx.edu***

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Send an e-mail	**techlinx@actx.edu**
Fax a request	**Fax (512)301-2689**
Give us a call	**Phone (512)223-8402** **TDD (512)301-2692**
Write us a letter	**TECHlinx** **Austin Community College** **7748 Hwy 290W** **Austin, TX 78736**
Check out our web site	**http://www.techlinx.org/techlinx**

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Technical Assistance Component

Handouts

Handouts

SEARCH TIPS
for using the TECHlinx Reference Materials Database

Important Information About the Reference Materials Database

- There are three search approaches for the TECHlinx database:

    1. enter a term and search the entire record.

    2. enter a term and search simultaneously one or several fields that you select, such as author, title, etc.

    3. select a term from the Official TECHlinx Subject List and click on that term. The search engine will pull up every record containing that term.

- TECHlinx provides a simple search engine. Boolean logic ("and" "or" "not") cannot be used. If you search a term of two words or more, they must appear in the record exactly in the order given. Records containing those words but not in sequence will not be retrieved.

    EXAMPLE: Searching for **professional development** will not retrieve a record containing, "...program for **professional** and personal **development**."

- Generally, the materials contained target the postsecondary level. However, secondary sources are being added and the staff can provide reference assistance in this area as well.

- Should your search fail to yield materials in your interest area, additional assistance is available from the TECHlinx-ACC reference staff. Contact us via telephone, fax, or e-mail at the numbers given at the bottom of every web page.

- If you wish to order materials located in the database, each record contains ordering information.

Quick Tips for Searching the Reference Materials Database

- When entering a search term, avoid using a slash "/", parenthesis "()", or most other special characters. The exception is a hyphenated term (such as tech-prep). The system will search for a hyphenated term.

- If you get no results, try browsing the Official TECHlinx Subject List and clicking on an appropriate term from that list.

- If searching for materials from a particular state, type in the entire name of state (i.e., postal code abbreviations will not work), and search the Place of Publication. You may search here by a city as well as a state.

- If searching for the parts of a series, search the entire record using the series name.

- To search for all journals, newsletters, web sites, or listservs in the database, go to the Official TECHlinx Subject List and click on the desired term.

Special tips for searching Perkins materials:

- For Perkins materials, the Institution which created the product is listed in the Author Field. Searching this field using an institution's name will compile a list of all products by that institution. To locate a product by the individual project director's name, search the entire record.

- To see if more documents relating to one particular Perkins project are entered in the database, search the Summary Field using the Perkins grant no. given at the end of the summary section of the record.

  EXAMPLE: "... (Perkins grant no.: **11130004**)" Entering the eight-digit Perkins number and searching the **Summary Field** will locate several additional products related to this project.

Updated: 3-22-96

CONNECTING TO THE INTERNET

reprinted from Roadmap to the Internet Syllabus - An Internet training workshop that shows you what the Internet is made of. It is a self paced workshop that originally was divided up into 6 weeks, but you can go through the workshop at your own pace. Topics include E-mail, listservers, telnet, FTP, Usenet, Archie, Gopher, and WWW. You can access this from the Connecticut State University System web page at the *following URL - http://www.csu.ctstateu.edu/roadmap/roadmap.html*

There are generally three levels of Internet connectivity (although there are several variations on the three levels). For our purposes, I am just going to call these three levels "Level One," "Level Two," and "Level Three."

Before I talk about the three levels of connectivity, experience shows that I have to say the following to keep myself from being overrun with e-mail: the "three level approach" to Internet connectivity is a very simplified view of the different ways that you can access the Internet. It does not take into account UUCP, TIA, Trumpet Winsock, or the recent expansion of some BBS' into a combination Level I and Level II access. This oversimplification is on purpose. Please recognize that I have taken some editorial liberties in this lesson to make the lesson easier to understand for the new users (a.k.a. "newbies").

Level One connectivity ("access through a gateway") is access to the Internet from a network that really isn't "on" the Internet. Picture two circles that touch each other at only one point. One of the circles is the Internet, the other circle is a non-Internet network, and the point where the two networks touch is called a gateway. The gateway allows the two networks to "talk" to each other, but users of the non-Internet network are limited in their ability to fully access all of the tools of the Internet. With Level One connectivity, you are limited to what you can access on the Internet by what your service provider allows you to access.

A good example of networks with Level One connectivity is America On-Line (AOL), Compuserve, Prodigy, and many of the other commercial on-line services. AOL is, in effect, its own little network. It has a great number of different programs that its subscribers can use, but ALL of these programs only run on the AOL network.

AOL subscribers, and the subscribers to most of the other commercial on-line services, are lucky in the fact that they can still access SOME of the tools of the Internet through their gateway. A lot of people with Level One connectivity only have e-mail access (by the way, if you have Level One connectivity, do not worry -- I'll show you how to access a lot of the Internet's tools using e-mail (it's not easy, but you can do it)).

Level Two Internet access ("remote modem access") is access through a dial-up terminal connection. This is where, through the use of a modem, you access a "host" and your computer acts like it is a terminal on that mainframe. You may type the commands on your own computer, but it is the host that carries out your commands.

Level Two connectivity is the most "popular" (in the sense that more people have Level Two connectivity than any other level) and the most misunderstood level of connectivity. To begin with, Level Two connectivity limits you to using the programs (also known as "clients") that are running on the host. If, for example, you hear of this hot new client called "Mosaic" and you want to try it out, if your host does not have a Mosaic client on it you are out of luck! Putting a copy of the Mosaic client software on your own computer won't do ANYTHING for you -- remember that the only programs that you can use when you have Level Two connectivity are the programs that the host has!

Also, with Level Two connectivity you must always remember that everything you are doing is through the host, NOT through your own computer. If you download a file from somewhere (like we did last Friday with the GET command) that file will go to the host, NOT to your own personal computer. You'll need to download the file one more time -- this time from the host to your computer -- if you want the file to be on YOUR computer. (Your local Internet provider can tell you more about this).

Level Three connectivity ("Direct Internet Access") is the highest, and most expensive, level of connectivity there is. With Level Three connectivity, you are directly wired into the Internet using high-speed telephone lines, and you are "on-line" twenty-four hours a day, seven days a week. Level Three connectivity is great if you are a mainframe or a major site with hundreds of users, but is not too advantageous if you are a sole user with a beat-up PC.

Besides, Level Three Internet access is so incredibly expensive (1) (the University of Alabama pays $29,000.00 (US) each and every year just to connect to the Internet, and that doesn't include the software, hardware, facility, and staff expenses) that, until recently, Level Three connectivity was limited to large corporations and Universities. Also, because Level Three connectivity is limited mostly to mainframes, you as a user are still limited to using the programs that are already loaded on the mainframe.

Thanks to some recent breakthroughs in modems and telephone lines, there is a new branch of Level Three connectivity which is called "On-Demand Direct Connectivity." Since you probably aren't going to spend twenty-four hours a day on the Internet, there are some sites out there that will let you connect to the Internet whenever you want using a high speed modem and something called "Point to Point Protocol (PPP)" or "Serial Line Internet Protocol (SLIP)" connection.

There are two cool things about PPP and SLIP connections. First, because you aren't connected to the Internet all day long, it doesn't cost as much as regular Level Three connectivity (you can find sites that will only charge you about $40 or $50 US (that's about $29,547,952.00 Canadian -- I'm kidding :) -- month for a PPP or SLIP connection). The second cool thing about PPP and SLIP connections is that the client software is stored on YOUR computer. Want to play with Mosaic? Load it onto your computer and play with it (you can't do this with any of the other levels of connectivity).

The one bad thing about PPP and SLIP connections is that they are a relatively scarce commodity. Not many Internet service providers offer PPP and SLIP connections, but the number of providers offering PPP and SLIP connections will certainly increase over time :)

INTERNET SERVICE PROVIDERS

The following list of service providers is not intended to be and certainly is not a complete list of ISPs. Unless you are in an isolated area, you will undoubtedly find a number of small ISPs operating within your city. Even rural areas are gaining funding support from state and federal agencies to provide Internet access to the residents of the area. Please check under the heading "Internet Services" in the yellow pages of your local telephone directory for listings of providers in your area. The list of providers in this document was compiled from a list found in the "Lycos Catalog of the Internet".

America Online
America Online's subscription-based service is detailed at this home page, including a wide range of publication offerings, community interest groups and e-mail services. Visitors can download free AOL software or check the Internet Almanac. For more information, call (800) 827-6364.

CompuServe
This promotional page for CompuServe serves as the new home base for Compuserve corporate information, daily news reports and membership information. For further information, call (800) 848-8990.

Genie Services
One of the giants among commercial online services, GEnie, introduces its products and rates at the GEnie Services home page. Check out the Internet guide here, or follow a link to receive information. For further information please call, (800) 638-8369 or in Canada (800) 387-8330.

Onramp Access
Onramp Access is an Internet Service Provider offering a complete suite of services to businesses and individuals in Austin and San Antonio Texas. By using high quality, high speed equipment, and offering superior service to its customers, Onramp Access has earned the reputation for being the premier service provider in Central Texas. This reputation for high quality service has gained Onramp Access customers such as Advanced Micro Devices, The Austin American Statesman, The Texas Secretary of State and IBM. We have hundreds of satisfied individual customers also... each and every one of our customers is very important to us and receives the same quality service that has earned us our reputation. For more information contact them in Austin at (512) 322-9200 or in San Antonio at (210) 212-8166.

Prodigy
Visitors to the Prodigy home page will get a full tour of the popular U.S. online service. Review the benefits of membership, account options and available resources. For more information contact them at (800) 776-3449.

PSINet
PSINet, a major mainstream commercial Internet access provider, provides an overview of the company, descriptions of services and pricing information. Includes an analysis of the company's stock performance, corporate services, and a listing of international and domestic business affiliates. Contact PSINet at (800) 827-7482 or (703) 709-0300 for more information.

Commuter Communication Systems (Internet Service Provider)
Commuter Communication Systems, a internet access provider in Austin, Texas, offers an assortment of services and links on its business-like home page. For additional information, call (512) 257-CCSI.

Computek Net
An Internet access provider in Texas posts its prices and services here. The company also provides an online hardware catalog and digital media archives of movies, images and sounds files. For more information call (214)994-0190.

CyberTects
CyberTects is an Internet service provider located in Austin, Texas. Visitors can find out about the company's consulting services, Internet services and fees, and small office applications and solutions. For more information call (512) 223-4849 or (512) 259-2994, ask for Stu Green

Freeside Communications, Inc.
Freeside Communications, Inc., introduces its Internet services for individual and commercial dial-up clients in Austin, Texas. Includes descriptions of and rates for slip/ppp access, along with Austin-area information and general Internet pointers. For more information, call (512) 339-6049 (voice) or (512) 4581095 (data).

Internet Connect Services, Inc.
This promotional site is sponsored by Internet Connect Services, Inc., a full-service Internet access provider in south Texas. Visitors are invited to learn about the company, its products and services and to access the information servers it hosts. For further information, call (800) 840-3694.

Internet Direct Incorporated
Internet Direct Inc.'s home page features information about the San Antonio, Texas-based Internet service provider and the Web at large. Find also Virtual City San Antonio and Inter-Rent, an electronic apartment locator with listings for several states. For more information, call (210) 930-3359.

NeoSoft Inc.
NeoSoft Inc., based in Houston, Texas, is an Internet access provider. Visitors here can get information about the company's services, products and link to commercial home pages. For additional information, call (713) 968-5800 or 1-800-GET-NEOSOFT.

Phoenix DataNET Inc.
This corporate home page, maintained by Phoenix DataNET Inc., describes the Houston, Texas-based Internet access provider's services and prices. Includes technical support information, software archives, pointers to entertaining Web sites and indices of Phoenix's business clients. (713) 486-8337

Real/Time Communications
Real/Time Communication is an Internet provider based in Austin, Texas. The company's support page includes information on services, pricing, links to commercial sites and other area sites. For further information call (512) 451 0046.

South Coast Computing Services
South Coast Computing Services is a Texas-based Internet provider and consultant. Browsers can read about its services here and download tips for HTML. For additional information, please call (713) 917-5000.

Tab Net Internet Services
Tab Net Internet Services hosts the "Austin Minority Business Journal" and the "Home Business Review" on its Web server. Find out about the business-oriented connectivity products offered by the Texas-based access provider and Web site designer. For more information, please call (512) 218-5960

Texas Metronet
Texas Metronet, Inc. is a Dallas, Texas-area Internet provider service for individuals and businesses. Includes descriptions of services, job listings with the company and links to client pages. For more information, please call (214) 705-2900.

Texas Networking, Inc.
TexasNet Inc., a San Antonio, Texas-based Internet service provider, maintains this site for service information and customer support. Visit here to learn about its personal and group accounts, receive technical support, and link to its collection of interesting and informative Web sites. For additional information, call (210) 272-8111.

Turning Point Information Services
The Turning Point is an Internet access provider for businesses in the Austin, Texas, area. This home page lists the company's subscriber plans and prices, community resource pages, and related items of interest.

http://www.techlinx.org/techlinx

How to Access the TECHlinx Web site

Lynx (Text Browser)

Type **lynx** at the UNIX prompt (% or $). After you have established a connection to your local web page or "home page", type **g** (for GO) and the letters **URL** will appear. In the space provided, type...

http://www.techlinx.org/techlinx and hit **return**.

You will now be whisked off to the TECHlinx Home Page based at Amarillo College. Once the TECHlinx Page is visible, you can navigate through the page by using your **tab** button or by using the **up** and **down** arrow keys. By tabbing through the page, you will move from link to link. You can select a link by hitting the return key. You will see a new document appear. If you want to return to the previous document, press the **left** arrow key.

We suggest taking some time to become familiar with the command keys for lynx at the bottom of the lynx screen. Once you begin web browsing, you may come across "forms" pages. Simply follow the directions and type the requested information. It's that easy.

Netscape, Mosaic and other Graphical Browsers

Most browsers will allow you to type the **URL** (Internet address) at the top of the page in the box labeled URL.

Type in **http://www.techlinx.org/ techlinx** and press **return** or **enter key.** You will then be connected to the TECHlinx home page. You can start browsing the web pages by clicking the mouse on the colored (and underlined) text. These are links. By selecting a link, you will call up another page, either a TECHlinx Page or a page from another web site. Use the buttons at the top of the browser to move back and forth between links. You may also select an option from the pull-down menus.

For technical assistance call George Mason, Amarillo College, (806) 371-5151
or e-mail him at gemason@actx.edu

http://www.techlinx.org/techlinx

Access the TECHlinx Web site via TENET

TENET uses a text browser called lynx to navigate the World Wide Web. To access lynx with your TENET account, follow these simple steps.

☆ Log on to your TENET account.

☆ From the TENET Main Menu, select 3. Internet Resources

1 Electronic Mail
2 News and Conferences
->3 Internet Resources
4 File Transfer
5 Directory Assistance
6 UNIX Commands
7 Personal Configuration Options
8 Special Information Services

☆ From the Internet Resources menu, select 12. TENET WWW

1 Spacelink
2 Freenet
3 Online Library Catalogs
4 Weather Service
5 Science and Technology Information Database
6 Federal Information Exchange
7 NEWTON - Argonne National Laboratory BBS
8 GOPHER -- The TENET gopher information server
9 Library of Congress Information System
10 Rio Grande Free Net, El Paso, Tx.
11 Texas Comptroller Window on State Government
-> 12 TENET WWW - Access TENET World Wide Web Server Using Lynx

☆ After you have established a connection to the TENET web page or "home page", type **g** (for GO) and the letters **URL** will appear. In the space provided, type...**http://www.techlinx.org/techlinx** and hit **return**.

You will now be whisked off to the TECHlinx Home Page based at Amarillo College. Once the TECHlinx Page is visible, you can navigate through the page by using your **tab** button or by using the **up** and **down** arrow keys. By tabbing through the page, you will move from link to link. You can select a link by hitting the return key. You will see a new document appear. If you want to return to the previous document, press the **left** arrow key.

We suggest taking some time to become familiar with the command keys for lynx at the bottom of the lynx screen. Once you begin web browsing, you may come across "forms" pages. Simply follow the directions and type the requested information. It's that easy.

If you have access to Netscape, Mosaic and other Graphical Browsers through a non-TENET Internet account

Most browsers will allow you to type the **URL** (Internet address) at the top of the page in the box labeled URL.

Type in **http://www.techlinx.org/ techlinx** and press **return** or **enter key.** You will then be connected to the TECHlinx home page. You can start browsing the web pages by clicking the mouse on the colored (and underlined) text. These are links. By selecting a link, you will call up another page, either a TECHlinx Page or a page from another web site. Use the buttons at the top of the browser to move back and forth between links. You may also select an option from the pull-down menus.

For technical assistance call George Mason, Amarillo College, (806) 371-5151
or e-mail him at gemason@actx.edu

Professional Development Component

Overview

Training

Handouts

Presentation Products

Overview

TECHlinx Professional Development Activities

Training Sessions

TECH PREP Texas and School to Work 1996 State Conference, Austin, March 28 & March 29, 1996. Conducted two 50 minute breakout sessions attended by a total of 90 persons. An overview of the TECHlinx mission and project goals was presented, followed by an overview of Clearinghouse products and services. The session concluded with an brief tour of the TECHlinx Internet web pages and training on how to use the Reference Materials Database.

Austin Community College, College wide training session, 2:30-4:00 PM, April 16, 1996. A 90 minute training session is scheduled and will include a PowerPoint presentation detailing TECHlinx products and services and a live Internet demonstration of the TECHlinx database and web site. Workshop can accommodate up to 60 registrants.

Texas Library Association, Annual Conference, Houston, April 23, 1996. A one hour presentation on TECHlinx is scheduled.

TBA, training sessions at Laredo Community College, Tyler Junior College and Amarillo College.

Teleconference

STARLINK Teleconference, Dallas, 2:00 - 3:30 PM, April 24, 1996. TECHlinx will present a 90 minute teleconference to promote the TECHlinx Technical Education Clearinghouse. Highlights will include a promotional video, a tour of the web site and conversations with TECHlinx Project Directors, TECHlinx Advisory Committee Members and THECB Staff Advisor.

Self-paced Training

Training Video. TECHlinx is creating a free training video to be distributed to all Perkins contacts and available on request from the Clearinghouse by mid- May, 1996. The objective of the training video is to:

1. Introduce viewers to the TECHlinx Technical Education Clearinghouse.
2. Provide an overview of TECHlinx products and services.
3. Demonstrate through the use of case studies, potential uses of the clearinghouse.
4. Provide instruction on methods of accessing TECHlinx.

5. Provide an overview of TECHlinx Internet resources and demonstrate how to access and search TECHlinx databases.

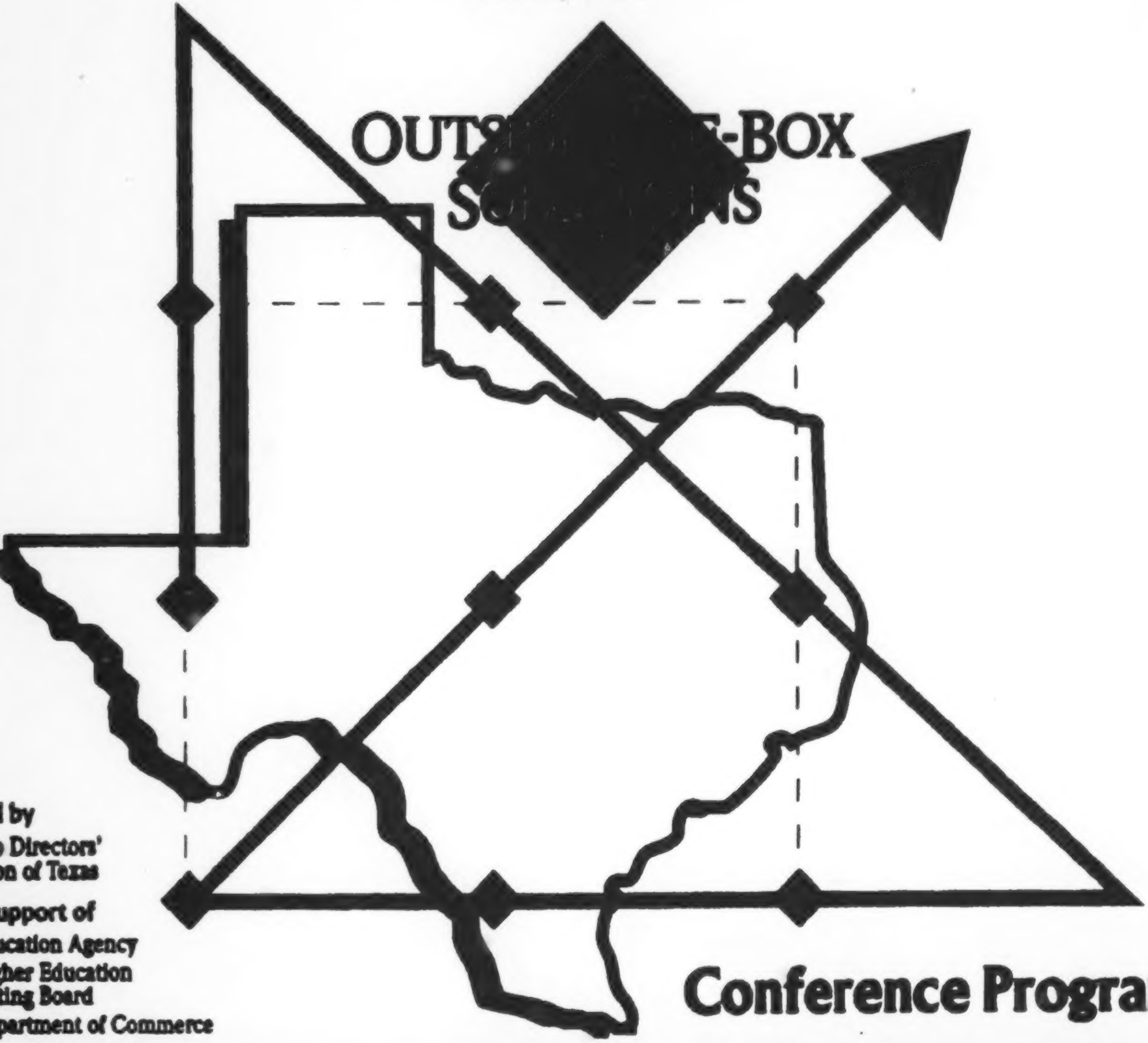
Training Materials. TECHlinx is also creating a training packet of materials that can be used with the video or as a stand alone course.

Training

TECH★PREP TEXAS and
SCHOOL-TO-WORK
1996 STATE CONFERENCE

March 27–29, 1996

Austin Convention Center
Austin, Texas



Sponsored by
Tech Prep Directors' Association of Texas

with the support of
Texas Education Agency
Texas Higher Education Coordinating Board
Texas Department of Commerce

Conference Program

Wednesday, March 27, 1996

8:00 am–7:30 pm	Registration
9:00 am–4:00 pm	Pre-Conference Sessions
6:00 pm–7:30 pm	Opening General Session
7:30 pm–9:00 pm	Multicultural Reception

Thursday, March 28, 1996

7:30 am– 2:00 pm	Registration
8:00 am– 5:00 pm	Exhibits Open
8:00 am–10:00 am	General Session
10:00 am– 5:00 pm	Breakout Sessions

Friday, March 29, 1996

7:30 am–10:00 am	Registration
8:00 am–12:00 pm	Breakout Sessions
12:00 pm– 1:30 pm	Luncheon and Closing Session

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TECH PREP

Thursday, March 28, 1996, Cont'd

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	Robotics in the Classroom	Career Pathways	CBI and Free Enterprise: An Entrepreneurial Approach to Secondary Special Education	Watch Out Mother Goose - Here Comes ECP!	SCANning the Curriculum: Teaching Workplace Skills
	TECHlinx - The Technical Education Clearinghouse: A Critical Link in Texas Workforce Education	Using Classic Literature for Leadership Models	Partnerships that Create the High-Performance Workplace	Techndemics I	Creating the Awesome Portfolio
	Student Responsibility Model: A Classroom Model for Increasing Student Ownership	Career Opportunities on Location - A Work-based Learning Experience for All Students	HOT JOBS!!!	Applied Communication: Materials, Format and Application for the English Curriculum	Making Connections: Building Partnerships for School-to-Work Hospitality Programs
	How to Develop a Vital Link Program in a Rural Area	Creating Effective Satellites for Non-Paid Internships	Non-Paid Internships and Registered Apprenticeships: How They Can Work	Apprenticeship - The Original School-to-Work Program	You Can Improve High Schools
	Partnering with Business, Industry and Labor	The Good, The Bad, The Technical	Partnering with Business, Industry and Labor	Dell Computer Corporation's Tech-Prep Pipeline Plan	Cooperative Learning... Beyond Forming Groups in the Classroom
	Tech Prep's Role in School-to-Work	Motorola Career Pathways Program: from School-to-Work to Workforce Development	Developing Partnerships	A "FOUR STAR" School-to-Work Partnership	Becoming a Distance Educator: The Trials, Challenges & Rewards
	Apprenticeship the Texoma Way	You Can Improve High Schools	Development of the GM/UAW Learning Lab	Motorola Career Pathways Program: From School-to-Work to Workforce Development	Apprenticeship the Texoma Way

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Friday, March 29, 1996

[illegible]	[illegible]	[illegible]	[illegible]
	Texas C.A.R.E.S.: The New Texas Multi-media Career Information System	SOICC Products and Services: Building a Better Workforce Through Information	Work That Educates - How to Make Structured Work-based Learning Work
	WORKTECH: Work-based Learning Through Technology	Special Education & Tech Prep: Learning Disabled? - or Learning Different?	Working with Senior Institutions to Establish Transfer Credits for Various Departments and Majors
	Recording Student Competency Profiles	Space Techs	14 Steps to Proper Public Relations: The Key to Tech Prep Development
	Integration: Where the Wheel of Education Meets the Road to Employment	A.A.S. Degrees: What Do Employers Think?	The Lost Link: Career Connections
	Career and Community Connections	Literature + Workplace Skill = Relevancy	Tech Prep/Child Development: Collaborative Partnerships Provide for a Quality Workforce
	Employer Driven Curriculum	Student Responsibility Model: A Classroom Model for Increasing Student Ownership	Career Pathways: From Conception to Classroom (or) How to Get There From Here
	Change Your Mind, and Keep The Change	Applied Algebra Curriculum Modules - How Applied Learning Enhances Algebra Instruction	Tivy High School: Love That Integration
	The Best Little School House in Texas	Computer Maintenance Integration as a School-Based Enterprise	Project WOW: The World of Work
	A Teacher Always Knows, Sometimes! Students Tell All!	English Across the Curriculum: A Pilot Integration Program	Two Plus Two Plus Two: The Bachelor of Science Degree in Industrial Technology at Lamar University
	What If It Is Rocket Science?	Technology in the English Classroom: A Brave New World	TECHlinx - The Technical Education Clearinghouse: A Critical Link in Texas Workforce Education

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ROOM 8A-Live Oak and
OOM 8B-Cypress | Session #28
(Repeated Thurs., 1:30pm/Room 6B - Lavaca) | Advanced/Secondary

Robotics in the Classroom
Hal Pruessner, Math and Science Teacher, Fredericksburg High School

Come see how teachers with no electronics and automation background can learn to design and build robots in their classroom with their students. This is an outstanding hands-on, technical learning experience for both students and teachers and is adaptable for teaching students from any and all ability levels.

ROOM 8C-Cedar | Session #42
(Repeated Fri., 10:50am/Room 8A-Live Oak & 8B-Cypress) | All/All

TECHlinx - The Technical Education Clearinghouse: A Critical Link in Texas Workforce Education
Pamela A. Perry, Project Director, TECHlinx - Technical Education Clearinghouse

TECHlinx - Technical Education Clearinghouse links individuals and institutions statewide charged with building the state's workforce development system to essential information related to workforce education. TECHlinx is a resource for educators, trainers, counselors, employers and researchers who are preparing Texans for the jobs of tomorrow.

ROOM 9A-Pine | Session #66
(Repeated Fri., 9:50am/Room 5C-Brazos) | Intermediate/All

Student Responsibility Model: A Classroom Model for Increasing Student Ownership
David Leigh, Project Director, TQM/Tech-Prep
Jim Anderson, Teacher, Austin High School

The student responsibility model that will be presented has been effectively used by classroom teachers for over two years. The model is based on successful business practices which teachers have successfully adapted to the classroom setting. The result has been a marked increase in student ownership for the learning process.

ROOM 9B-Pecan | Session #50 | Beginning/Secondary

How to Develop a Vital Link Program In a Rural Area
Gary Peacock, Principal, Rio Vista Middle School
Sheila Grubbs, Academic Dean, Rio Vista High School

Participants will be guided through the process of implementing a Vital Link Program in a rural school. Connecting students with the local business community through this educational project helps increase their understanding of the relationship between education and employment.

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T•A•C•T•E

Texas Association of College Technical Educators

Spring 1996 Conference

"Building on Texas Traditions for the Milennium"

April 2-4, 1996
Driskill Hotel
Austin, Texas

		Room Assignment
	Grant Management Projects: Models and Answers Dr. Ken Tunstall, Director of Workforce Education Texas Higher Education Coordinating Board Ms. Carrie Brown, Project Director Region V Education Service Center Ms. Pamela Perry, Project Director TECHlinx Technical Education Clearinghouse, Austin Community College Ms. Marta L. Olivares, Professional Development Management Project, El Paso Community College Ms. Kay Taggert, Curriculum Development Management Project, El Paso Community College Moderator: Dr. John Carnes	Driskill
2:30 - 2:45pm	**Break**	Mezzanine
2:45 - 4:00pm	**Breakout Sessions (Repeat)**	
4:15 - 5:30pm	**Business Meeting** **(Members Only)** Homer (Butch) Hayes, President, TACTE	Crystal Ballroom
5:15 - 5:30pm	**Vendor Door Prize Drawings**	
5:30 - 6:30pm	**Corrections Committee (Ad Hoc)** Donna Zuniga	Maximillian
Evening	ON YOUR OWN	

TEXAS LIBRARY ASSOCIATION ANNUAL CONFERENCE

LIBRARIES: LINKING TECHNOLOGY
AND TRADITION
TLA 1996

HOUSTON,
TEXAS
APRIL 1996

PRELIMINARY PROGRAM

LIBRARY LEADERSHIP: A FORCE FOR EXCELLENCE
2:00 p.m. – 3:20 p.m.
Develop personal strengths for organizational change using the ideas of Covey, Deming, Glasser, and Gardner. Caroline Kienzle, Coppell High School. Melinda Dawson, presiding. Texas Association of School Librarians. **S**

PROTECTING PRIVACY AND FREEDOM IN CYBERSPACE
2:00 p.m. – 3:50 p.m.
The issues of intellectual freedom and privacy are alive and well in cyberspace. Hear about the special challenges these issues bring to the digital environment. Abby Goodrum, doctoral candidate, School of Library and Information Sciences, University of North Texas; Samantha Hastings, Assistant Professor, School of Library and Information Sciences, University of North Texas. Bill Hord, presiding. Conference Program Committee. **A L P S Sp**

PROVIDING INNOVATION IN WORKFORCE EDUCATION — VIA THE INTERNET
2:00 p.m. – 3:50 p.m.
TECHlinx, the Technical Education Clearinghouse for Texas, will have its world premier at TLA. The Clearinghouse is a "one stop shop" for information and materials related to workforce education in Texas. TECHlinx staff will provide an overview of collection materials and demonstrate how to access the database over the Internet. Business meeting follows program. Pamela A. Perry, TECHlinx Project Director, Austin Community College; George Wilson, Director of Media, Tyler Junior College. Joycelyn H. Claer, presiding. College and University Libraries Division: Community and Junior College Discussion Group. **A L P S Sp**

TEXAS SOUTHERN UNIVERSITY TOUR AND RECEPTION
2:00 p.m. – 3:50 p.m.
Tour the Robert J. Terry Library at Texas Southern University to view the papers of Barbara Jordan, the Heartman Collection of Research on African Americans, and the Gallery of Traditional African Art. Included are works by noted African American artist John Biggers. Bus transportation by pre–registration only, departing from Hall B of the convention center. Black Caucus Interest Group. **A L P S Sp**

Bylaws and Resolutions Committee Meeting
2:00 p.m. – 3:50 p.m.

History of TLA Committee Meeting
:00 p.m. – 3:50 p.m.

Professional Rights, Responsibilities, and Recruitment Committee Meeting
2:00 p.m. – 3:50 p.m.

Reference Round Table: Texas Reference Sources Award Committee Meeting
2:00 p.m. – 3:50 p.m.

Small Community Libraries Round Table: Executive Board Meeting
2:00 p.m. – 3:50 p.m.

Texas Association of School Librarians: Executive Board Meeting
2:00 p.m. – 3:50 p.m.

Texas Bluebonnet Award Committee Meeting
2:00 p.m. – 3:50 p.m.

Awards Committee Meeting
3:00 p.m. – 3:50 p.m.

College and University Libraries Division: Executive Board Meeting
3:00 p.m. – 3:50 p.m.

District Planning Committee Meeting
3:00 p.m. – 3:50 p.m.

Intellectual Freedom Committee Meeting
3:00 p.m. – 3:50 p.m.

Continuing Education Committee Meeting
3:00 p.m. – 4:50 p.m.

Legislative Committee Meeting
3:00 p.m. – 4:50 p.m.

Texas A&M University Librarians Meeting
3:00 p.m. – 4:50 p.m.

Tunnel Walk
4:00 p.m. – 5:00 p.m.
Meet at the Hyatt Regency's front entrance (Lousiana Street) and discover Houston's downtown tunnel system – full of restaurants and shops.

Children's Round Table: Executive Board Meeting
4:00 p.m. – 5:50 p.m.

Friends and Trustees Round Table: Executive Board Meeting
4:00 p.m. – 5:50 p.m.

Council I Meeting. Texas Library Association
5:00 p.m. – 5:50 p.m.
Council is the governing body of TLA. All conferees are invited to attend.

Handouts

Technical
Education
Clearinghouse

TECHlinx

http://www.techlinx.org/techlinx

Overview:

TECHlinx now offers a centralized and up-to-date source of technical education and related materials to Texas educators. Four partner institutions, Austin Community College, Amarillo College, Laredo Community College and Tyler Junior College combined efforts to create TECHlinx, the Technical Education Clearinghouse for Texas. The Texas Higher Education Coordinating Board, through the Carl D. Perkins Vocational and Applied Technology Act, provided funding in the form of a 1996 State Leadership Grant.

Role of TECHlinx:

TECHlinx Technical Education Clearinghouse provides valuable and hard-to-find materials such as model programs, curriculum, research, workshops, teleconferences and much more. Formats of these materials differ, including videotape, software, print and audiotape. To help educators, trainers, counselors and workforce development specialists access these resources, TECHlinx offers several free products and services, including:

- User friendly ***database*** with helpful product descriptions, searchable via the Internet.
- Electronic and print-based ***catalog*** of materials.
- Internet home page with ***links*** to relevant local, state, national and international resources.
- Reference staff to assist with ***information*** requests.
- Vast ***collection*** of research reports, curricula, training materials, surveys, articles and monographs.

How to contact us:

Access TECHlinx services and resources via the Internet or through more traditional communication channels such as fax, phone, mail, or e-mail. Visit TECHlinx via the World Wide Web at **http://www.techlinx.org/techlinx** or by e-mail to pperry@austin.cc.tx.us. Or call us at (512) 223-8402 or fax (512) 301-2689.

TECHlinx Austin Community College • 7748 Hwy 290W, Austin, TX 78736
Phone: 512/223-8402 • Fax: 512/301-2689 • email: pperry@austin.cc.tx.us

Technical
Education
Clearinghouse

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TECHlinx Project Management Team and Staff

Key Personnel	Contact Information
Austin Community College TECHlinx Project Director: Pamela Perry Department Secretary: Martha Castillo Reference Librarian: Jane Anaejionu Reference Librarian: Sheela Raghavendran	TECHlinx Austin Community College Pinnacle Campus 7748 Hwy. 290W Austin, TX 78736 phone: (512)223-8402 fax: (512)301-2689 e-mail: pperry@austin.cc.tx.us
Amarillo College TECHlinx Project Director: George Mason Technical Assistant: Mike Cole	Office of Information Technology Services Amarillo College PO BOX 447 Amarillo, TX 79178 phone: (806)371-5151 fax: (806)371-5370 e-mail: gemason@actx.edu
Laredo Community College (withdrew) TECHlinx Project Director: Alma Hernandez Prof. Development Coord.: Joycelyn Claer	Laredo Community College West End Washington Street Laredo, TX 78040 phone: (210)721-5830 fax: (210)721-5103 e-mail: alh@icsi.net
Tyler Junior College TECHlinx Project Director: George Wilson A/V Coordinator: Jim Gable	Tyler Junior College PO BOX 9020 Tyler, TX 75711 phone: (903) 510-2303 fax: (903)510-2339 e-mail: gwil@tjc.tyler.cc.tx.us

WANTED

... Information leading to the capture of workforce education related materials. Once identified, this information will be widely distributed through the TECHlinx Clearinghouse and Materials Database. If you have knowledge of, or access to, any information that fits the description below, contact TECHlinx immediately.

- ☑ **Curricula for voc-tech programs**
- ☑ **Original research**
- ☑ **Model programs**
- ☑ **Strategies for success**
- ☑ **Planning documents**
- ☑ **Good Internet sites**
- ☑ **Texas economic news**
- ☑ **Informative books and articles**
- ☑ **What works!**

The Reward?

The adoration and undying gratitude of your peers!

✉ TECHlinx Austin Community College 7748 HWY 290W, Austin, TX 78736
☎ Phone: 512/223-8402 Fax: 512/301-2689
☺ pperry@austin.cc.tx.us

techlinx@actx.edu

Subscribing to the TECHlinx List Service

The TECHlinx List Service is an e-mail based discussion group with the goal of promoting the free exchange of ideas and information on workforce education resources. We encourage you to use the list service for the following:

- Ask questions of the Clearinghouse staff;
- Share information on useful documents and resources with subscribers and TECHlinx staff;
- Exchange ideas on new topics in workforce education;
- Highlight exemplary or model programs;
- Make suggestions for the improvement of TECHlinx products and services.

You can join the TECHlinx list service by sending an e-mail message to

majordomo@actx.edu

In the body of the message type ***subscribe techlinx <your address>***

i.e. *subscribe techlinx cperkins@perkins.texas.gov* .

Leave the subject line blank. You will receive a message confirming your subscription.

To send a message to the group once you have subscribed, send e-mail to

techlinx@actx.edu

For more assistance, contact George Mason at Amarillo College, (806)371-5151 or e-mail him at ***gemason@actx.edu***

http://www.techlinx.org/techlinx

How to Access the TECHlinx Web site

Lynx (Text Browser)

Type **lynx** at the UNIX prompt (% or $). After you have established a connection to your local web page or "home page", type **g** (for GO) and the letters **URL** will appear. In the space provided, type...

http://www.techlinx.org/techlinx and hit **return**.

You will now be whisked off to the TECHlinx Home Page based at Amarillo College. Once the TECHlinx Page is visible, you can navigate through the page by using your **tab** button or by using the **up** and **down** arrow keys. By tabbing through the page, you will move from link to link. You can select a link by hitting the return key. You will see a new document appear. If you want to return to the previous document, press the **left** arrow key.

We suggest taking some time to become familiar with the command keys for lynx at the bottom of the lynx screen. Once you begin web browsing, you may come across "forms" pages. Simply follow the directions and type the requested information. It's that easy.

Netscape, Mosaic and other Graphical Browsers

Most browsers will allow you to type the **URL** (Internet address) at the top of the page in the box labeled URL.

Type in **http://www.techlinx.org/ techlinx** and press **return** or **enter key.** You will then be connected to the TECHlinx home page. You can start browsing the web pages by clicking the mouse on the colored (and underlined) text. These are links. By selecting a link, you will call up another page, either a TECHlinx Page or a page from another web site. Use the buttons at the top of the browser to move back and forth between links. You may also select an option from the pull-down menus.

For technical assistance call George Mason, Amarillo College, (806) 371-5151
or e-mail him at gemason@actx.edu

Tired of reinventing the wheel with technical education programs? Do you need a centralized and up to date information resource for workforce education in Texas?

discover

TECHlinx: Technical Education Clearinghouse

a live and interactive videoconference for workforce educators

Wednesday, April 24, 1996

2:00- 3:00 p.m. central

The TECHlinx Technical Education Clearinghouse was established for the purpose of connecting Texas trainers, educators, counselors and researchers to high quality materials and resources focused exclusively on workforce education. The Clearinghouse provides a variety of products and services covering the broad topic of workforce eduction, including School-to-Work, Tech Prep, Equity, Apprenticeship, Articulation, Career Guidance, Workforce Development, Skills Standards and more. In addition to providing low or no-cost materials, TECHlinx offers print and electronic access to state, national and international resources on workforce education.

Join featured presenters as they introduce you to TECHlinx products and services

Ron Curry
Associate Program Director
Workforce Education
Tx. Higher Education Coord. Bd.

Alma Hernandez
Project Director
Associate Dean for Instruction
Laredo Community College

George Mason
Project Director
Dean of Information Tech. Svcs.
Amarillo College

Katherine Miller
TECHlinx Advisory Committee Member
Dean of Occupational Education
Weatherford College

Pamela Perry
TECHlinx Project Director
Austin Community College

for more information, contact:

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presented by

STARLINK.
State of Texas Academic Resources Link

in association with

Technical Education Clearinghouse
TECHlinx

Partner Institutions:
Amarillo College, Austin Community College, Laredo Community College, Tyler Junior College.

BEST COPY AVAILABLE

Program Agenda

TECHlinx Technical Education Clearinghouse

April 24, 1996

Introduction	**John McCaa** Newscaster, WFAA-TV Dallas, TX
The Role of the Technical Education Clearinghouse in Texas Workforce Education	**Ron Curry** Associate Program Director Texas Higher Education Coordinating Board
	Katherine Miller Dean of Occupational Education Weatherford College
	Pamela Perry TECHlinx Project Director Austin Community College
"TECHlinx Technical Education Clearinghouse...A Critical Link in Texas Workforce Education"	Video
Open Forum Discussion and Call-In	Panel
How to Access TECHlinx Products and Services	**George Mason** Dean of Information Technology Services Amarillo College
	Alma Hernandez Associate Dean of Instruction Laredo Community College
Tour of TECHlinx Web Site	Video
Open Forum Discussion and Call-In	Panel
Wrap-Up	

Presentation Products